

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods



ST. ANN TEACHING THE BLESSED VIRGIN

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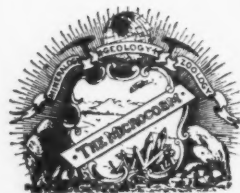
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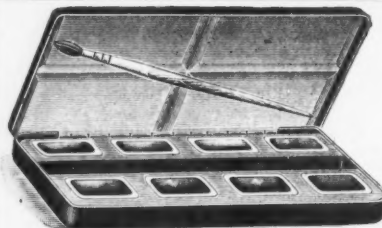
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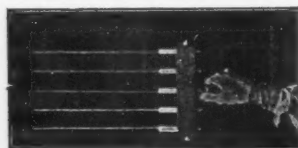
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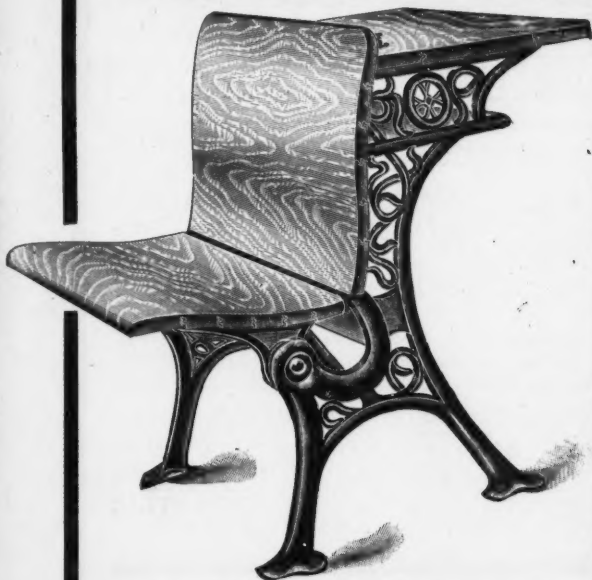
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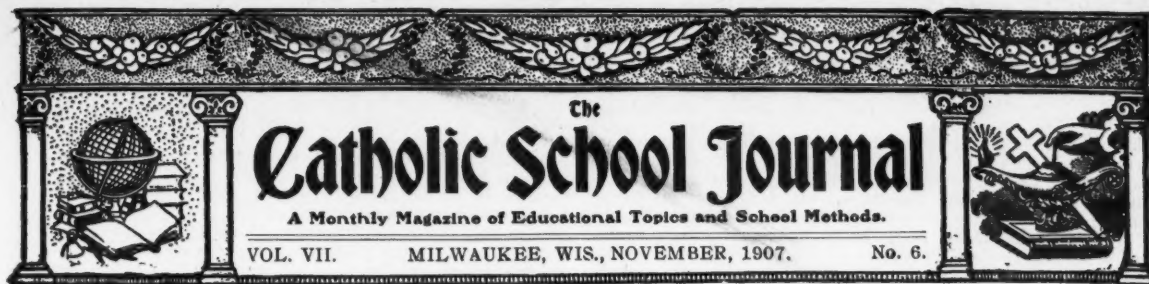
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MILWAUKEE, WIS., NOVEMBER, 1907.

No. 6.

CHURCH CALENDAR FOR NOVEMBER.

- F. 1—All Saints. (Holyday of Obligation.)
 S. 2—All Souls. Justus. Tobias. Eudox.
 S. 3—24th Sunday after Pentecost. G. Storm at Sea. Matth. 8.
 M. 4—Charles Borromeo, B. Vitalis. M.
 T. 5—Zachary. Pr. Elizabeth. Philotheus.
 W. 6—Leonard. Winoc. A. Atticus. Felix.
 Th. 7—Engelbert, B. M. Willibrord, B.
 F. 8—Godfrey. Four Saints Crowned.
 S. 9—Dedic. Basilica of Savior. Theodore.
 S. 10—25th Sunday after Pentecost. G. The Wheat and the
 Cockle. Matth. 13. Patronage B. V. M.
 M. 11—Martin of Tours. B. Mennas, M.
 T. 12—Martin. P. Livinus. Cunibert, B.
 W. 13—Stanislaus. Homobonus. Nicholas.
 Th. 14—Josaphat, B. Jucundus. Clementine.
 F. 15—Gerrit. Leopold. Eugene. Felix.
 S. 16—Didacus. Edmund. B. Othmar, Ab.
 S. 17—26th Sunday after Pentecost. G. The Grain of Mustard
 Seed. Matth. 13. Gregory the Wonderworker.
 M. 18—Dedic. Basilic. of Sts. Peter and Paul.
 T. 19—Elizabeth of Thuringia. Pontian.
 W. 20—Felix of Valois. Edmund, K. M.
 Th. 21—Presentation B. V. M. Honorius.
 F. 22—Cecilia. V. M. Pragmat. Maurus.
 S. 23—Clement. P. M. Felicitas. Trudo.
 S. 24—Last Sunday after Pentecost. G. The End of the World.
 Matth. 24. John of the Cross.
 M. 25—Catherine. V. M. Mercury. S. M.
 T. 26—Silvester. Pet. Alex. Leon. Conrad.
 W. 27—Bartham and Josaphat. Virgilius.
 Th. 28—Hortulanus. Sosthenes. Gregory.
 F. 29—Saturnin. Illuminata. Demetrius.
 S. 30—Andrew, Ap. Maura. Justina, V. M.

HOLDING PUPILS UNTIL GRADUATION.

Why do so many children leave school before they have completed the regular graded course? This is a question that is continually being propounded in educational circles, and various are the answers. According to a writer in "Charities and the Commons," 5,000,000 children who were in the public schools of the country last year, and who should have continued this year, have dropped out.

Investigation has shown that absolute inability of parents to maintain their children in school, or strong desire to withdraw them and put them to work, is not the principal cause of the trouble. More often it proceeds from a strong distaste for school work which comes to many pupils at about the sixth year. It is about this time that pupils encounter the more difficult work of the school, and if good judgment is not exercised by the teacher in handling those who are not naturally as bright or studious as the majority of the class, desertions will follow. The parents of these children, as a rule, would be willing to keep them at school if the children really wanted to continue. But when the children show a positive dislike for school and want to go to work, parents who have had but little education themselves are disposed to accede quite readily.

The remedy for this leakage must be applied at two points. First, special consideration and tact must be used by the teacher in handling pupils who show signs of a growing dislike for school. Second, the parents of these pupils must be impressed with the importance of encouraging them to continue.

The question of how to induce children to continue until graduation from the eighth grade was discussed in a very practical and helpful manner at the last parochial school conference of the diocese of Columbus, Ohio. The sense of the meeting was perhaps voiced in the following extract from the paper of Sister M. Frances, O. S. D., of Steubenville, Ohio:

"When class-interest is kept up by excellent teaching, when home-lessons are made clear and simple, and reasonable in amount, when proper encouragement is given to pupils in the classroom, much will be done to make the children love school, and desire earnestly to continue its work. Whether or not they will then remain to complete the eight years' course depends on the will of the

parents. To persuade the parents to keep their children in school to complete the eighth grade is, as I took the liberty of suggesting, the province of the Reverend Pastors, and to them the work may safely be entrusted.

"When the Reverend Pastors have succeeded in convincing parents that it is their duty to give their children the best possible education, and the Sisters have created in the children a taste for good, pure literature, for history, nature-study and science, and a love for study, with a desire for higher education, it seems to me that no longer will there be need to ask the question: 'How can the pupils be kept in our schools until the completion of the eighth grade?'"

BENEFITS OF WALKING FOR TEACHERS.

A brisk walk after school hours, accompanied by deep breathing, is the best remedy for the tired feeling and headaches that result from the poisonous and vitiated air of the classroom. Teachers who follow this plan assiduously safeguard themselves against a breakdown, for it is bad air that causes 90 per cent of the ill health of teachers. It is not a matter of walking any considerable distance so much as clearing the lungs and taking in oxygen. After a hard day in school many teachers feel that they have not the energy for a walk, but after making the effort for a few blocks and breathing deeply they find themselves greatly refreshed.

Physicians recommend walking as the best all-around exercise known to them. In the first place, when you walk you raise the temperature of your body. It is like stuffing more coal in the furnace and opening the draught. There's something doing in your body. Everything gets into working order. Then you breathe more deeply. And that puts more oxygen in your blood, and oxygen is more necessary to you than your meals. And there's the skin. The millions of pores are opened up by perspiration and more waste is being carried off. And your digestion. Walking helps that process. And it puts an edge on your appetite. And appetite is one of the things necessary to good digestion.

The doctors will tell you about your diaphragm. The diaphragm is a sort of stage floor between the chest and the abdomen. It is raised or lowered by the contraction or the swelling of the lungs. When the lungs are deeply filled the diaphragm goes down and presses upon the liver, stomach and spleen. And this action helps to keep them in good order.

THE ROD AND THE CHILD.

Forty-nine principals out of eighty-four in the public schools of New York City have expressed themselves in favor of the restoration of corporal punishment.

In the old city of New York, now the borough of Manhattan, the rod was banished in 1870, and in the other four boroughs in 1892. Complaints of unruly conduct extending to the application of vile names to teachers and a general defiance of the ordinary rules of decency are now rife. What is competent under the present rules where pupils are insubordinate is set forth as follows:

"The present methods of discipline, which many think are ineffective, provide for little except suspension and suasion. If a boy is defiant of all rules and continually rebels, the teacher may report him to the principal, who in turn may suspend him and refer his case to the district superintendent, who may again suspend, and must within five days justify his course before the city superintendent. In other words, teacher, principal and district superintendent go on trial in rotation with the young culprit. The city superintendent may at last discharge

RUDIMENTARY MORAL TRAINING.

Rev. Bernard Feeney.

There are some natural habits underlying the practice of religion in which children should be trained. A wise teacher will lose no opportunity of developing them, as far as his limited supervision permits.

Self-Control: The first of these habits is self-control, or, its practical equivalent, self-denial. It is intimately connected with the spirit of religion; and the necessity of it is one of the first convictions forced on the dawning intelligence of a child. Yet it is a necessity against which most of us maintain a life-long warfare.

There can be no training in self-control where the child has everything its own way, is thwarted in no inclination, and finds those around it anxious to gratify its every whim. This is no preparation for the hard battle of life, and it certainly does not dispose the young for the acceptance and practice of vital religion. The teacher must, therefore, prepare the ground for his future work by showing the beauty, the good, the nobility, the material advantages, the necessity of self-control. He must also recognize and praise every manifestation of it in individual members of his class. If mild, persuasive measures be found ineffectual for training a child in self-control, increasing pressure must be brought to bear on it; but so gently that the child will not be made reckless or led to consider itself a "black sheep."

Respect for Authority: Respect for the authority of parents, pastor and teachers is another rudimentary moral habit that has to be ingrained in children by training and instruction. They instinctively recognize their own weakness and other limitations, and are disposed to bow to the authority of those over them, as they are disposed to lean on their strength and to be guided by their knowledge and experience. The authority, however, must be wisely and equitably administered; and while its touch on the child's life should be generally light and, as far as may be, pleasurable, it should be always perceptible as a kind, strong guiding influence.

Truthfulness: Truthfulness does not invariably characterize all children attending school; so we sometimes find that we have been building a superstructure of religion and pious practices on a foundation of little liars. The home is primarily to blame; but we, too, are not without fault in neglecting to use the most drastic measures, if necessary, to crush out lying from the souls into which we are pouring divine truth. An untruth is such an easy and obvious way out of a difficulty that children are tempted to recourse to it from a very early age. And the temptation becomes very much stronger if an undetected lie has once saved them from impending punishment. Hence it is wise and by no means unjust to presume on so much of this habit existing in our class as to make it a duty to speak often and strongly against it.

A teacher has many opportunities of training his class in the habit of truth-telling. If a child, on being asked, why he comes so late, looks down and says nothing, it should be blamed, indeed, for irregularity, but commended for loving truth too much to invent an excuse. When some one holds up his hand, as a sign that he knows the answer to a given question, and it turns out that he knows nothing whatever about it, he should be told that one may be as guilty of a lie by a false sign as by an untrue word. Yet I would give such a one credit for not knowing thus, and acquit him of formal untruth; because children set a high value on the good opinion of their teacher, and will make considerable sacrifice to retain it.

A child's love for truth should not be tested by asking it in the face of severe punishment: "Did you say that improper word?" "Did you break that window?" It is very rarely, too, that one child should be asked to give evidence against another. The inducement for getting the other off by a lie is too great.

Sense of Honor: Cultivate a sense of honor in children. Make it a feature of your class to feel and show a hearty loathing for all meanness, selfishness, and low deceit and cunning. Teach them to be ladies and gentlemen, not in the conventional sense of the words, but in the sense of self-respect, courtesy, thought for the feelings and claims of others, association with nothing vile, coarse or vicious. No doubt there is danger of such self-respect developing into pride; but this danger will

be removed by telling the child that the reason for self-respect is the dignity and value conferred on a soul by sanctifying grace, and not the worth of anything we are or have of ourselves.

The teacher will take heed that these rudimentary habits are given frequently for "Daily Practice." He will also keep as close a watch on the children's manners as on their morals; for manners and morals are very closely intertwined, and usually stand on the same level. Allowance, nevertheless, must be made for home influences.

Practical Religion: It is needless to say, that I do not attach any supernatural value to those rudimentary habits that I have been recommending, unless they be influenced by motives of faith. But here I would caution the school authorities against a tendency which is by no means imaginary. It is that of drawing too sharp a line of demarcation between the natural and the supernatural, between home life and school life, between religion and domestic work. People, young and old, are only too apt to keep these things separate; and the consequence is, that the supernatural comes to be relegated to a very obscure narrow corner in men's lives. The school is bound to break down this wall of separation, to show that religion is as much in place by the fireside as it is in church, that God is worshipped by the service of a child minding the baby for mother, as He is worshipped by night and morning prayers, that common household drudgery is often as acceptable to Heaven as fasting and prayer, that, although the love of God is a duty to be discharged by the heart and the tongue, it is also discharged by the hands, in doing faithfully the work of the hour. Let us teach by all means such truths as the Infallibility and the Indefectibility of the Church; but let us remember always that our chief duty is to bring together, to combine and blend the knowledge of the Church with the knowledge of common life, so that the one may be as familiar to us and form part of our daily thought and life as the other. To do this, we must often speak of the home and of homely things, and we must make a specialty of infusing religion into the most commonplace, matter-of-fact duties of children—making it a living influence rather than a system of abstract ideas.—(The Catholic Sunday School, B. Herder, St. Louis, Mo.)

SOME FUNDAMENTALS OF THE CATHOLIC RELIGION.

A Talk to Upper Grade Pupils on the Divine Origin and Authority of the Church.

1. God in His supreme wisdom so ordered all things created by Him that they should give Him glory by manifesting His Divine perfections. Hence man, especially in this visible world, was also bound to promote and fulfill this end, according to his rational nature, by free acts of his will, that is, by knowing, loving and serving God, and thus obtain the reward which God would then have given him. This moral tie, or universal law, by which man is of his very nature bound to God, is called Natural Religion.

2. But God in His goodness wished to prepare for man a reward much greater and higher than any man himself could have thought of or desired, that is, He wished to make him a sharer in His own happiness. Hence it followed that, for such an end, natural religion would no longer suffice, and it would be necessary for God Himself to instruct man in his religious duties. It is clear then that from the very beginning a revealed religion, that is, one made known by God to man, was necessary.

3. And in matter of fact God did reveal a religion to Adam and to the first Patriarchs, who, succeeding one another and living together for a long time, could easily hand it on from one to the other, until God had formed a people to guard it down to the coming of the Savior, Jesus Christ, the Incarnate Word of God; who came, not to destroy it, but to complete it and perfect it, and who gave it into the keeping of the Church for all time.

All this is proved by the history of religion, which may be said to be interwoven with the history of humanity. Hence it is clear, that all those so-called religions, outside the one true religion revealed by God, of which we speak, are the inventions of men and deviations from the Truth, of which some preserve a part, mixed, how-

ever, with much falsehood and many absurdities.

4. As to the sects or divisions, which fell off from the Catholic, Apostolic and Roman Church, they were always started and maintained either by presumptuous men, who, abandoning the belief of the Church Universal, voluntarily and obstinately followed some error against faith, either of their own or of another; and these are heretics; or by proud men, ambitious of power, who, thinking themselves wiser than Holy Church, drew after them a number of her children, thus breaking, contrary to the word of Christ, Catholic Unity, and separating themselves from the Pope and from the Bishops in union with him; and these are Schismatics.

The faithful Catholic Christian, on the contrary, submitting his reason to the Word of God, preached to him in the name of Holy Church by her lawful Pastors, and faithfully fulfilling the holy and divine law, walks securely along the way that leads to his ultimate end; and the more he learns of his religion, the better will he comprehend how reasonable is his holy faith.

5. This was in fact the method established by God for the perpetual transmission of religion—a successive, continuous communication of men with men. Thus was the truth, taught by the ancients, handed on without change to their posterity; and this same method should and did endure even after a part of the Divine Law was, as time went on, by God's will committed to books, by men writing under His inspiration.

These books, written under the inspiration of the Holy Ghost, are called Sacred Scripture, or the Holy Books, or the Holy Bible. The Books that were written before the coming of Christ are called the Old Testament, and those written after His coming the New Testament.

6. Here Testament means a Covenant or an Agreement of God with men, that is, to save them by sending the promised Redeemer on condition that they would be faithful to His teachings and obey His laws.

The Old Covenant was entered into by God, first, with Adam and Noah, then more definitely with Abraham and his descendants. It required that they should believe in a Savior or Messias to come and obey the Law given in the beginning by God, and later on promulgated to His people by Moses.

The New Covenant, after the coming of Jesus Christ, our Redeemer and Savior, is entered into by God with all who receive Baptism, the sign, namely, appointed by Him, and who believe in Him and observe the Law which Jesus

Christ came to perfect and complete; which He in Person preached, and which He taught by word of mouth to His Apostles. They, having received from their Divine Master the command to preach the Holy Gospel everywhere, did in fact preach it by word of mouth, before it was written and after it has been under Divine inspiration committed to writing. Yet not all the Apostles, nor they alone, wrote; nor did those who wrote, whether Apostles or not, set down in writing all they had seen and heard.

7. From what we have thus far said and from what we have intimated in No. 5, the supreme importance of Divine Tradition will be understood. It is the very word of God, delivered by Him by word of mouth to His first Ministers, and by them handed down without break or intermission even to us. And for this reason upon it is faith based, as upon a most secure foundation.

8. This Divine Tradition, together with Sacred Scripture, that is, the whole Divine Word of God, both written and handed down by word of mouth, was committed by our Divine Savior Jesus Christ to a Depositary, public, perpetual, and infallible, namely, to the Holy, Catholic and Apostolic Church, which, basing herself upon this Divine Tradition, and secure in the authority given her by God, and confiding in the promised assistance and direction of the Holy Ghost, defines which Books contain Divine Revelation, interprets Sacred Scripture, fixes its sense whenever a doubt arises about the same, decides matters of faith and morals, and judges without appeal all questions which, touching these objects of supreme importance, might lead astray the mind and heart of the faithful.

9. This right of judging, it should be noted, belongs to what is known as the Teaching Church, made up originally of the Apostles, and then of their successors, the Bishops, with the Pope or the Roman Pontiff, the successor to Saint Peter, at their head.

The Supreme Pontiff, endowed by Jesus Christ with the same infallibility which the Church has, and which is necessary for him in order to preserve unity and purity of doctrine, when he speaks *ex cathedra*, or as the Shepherd and Teacher of all Christians, can make decrees and pass judgments in matters regarding faith and morals which no one may reject without loss of faith.

He may also exercise his supreme power in whatever regards discipline and the good government of the Church; and all the faithful should obey him with a sin-

*** A Traveling Exhibit of Color Drawings Representing Pupils' Work in all Grades ***



One of the highly interesting exhibits at the recent Catholic educational convention in Milwaukee was a large collection of pupils' drawings in colors, presented by the American Crayon Co. Teachers who did not see this exhibit will be pleased to know that the Crayon Company has arranged to send out traveling exhibits of this kind for inspection, at no further expense to the schools than the express charges both ways.

These pictures are neatly mounted and present a most attractive display of the best work being done in the various grades of schools throughout the United States. An exhibit of this kind is calculated to give new ideas and greater enthusiasm for the work to both teachers and pupils. Further information in regard to the exhibit may be had from the American Crayon Co., 228 Wabash avenue, Chicago.

In our obedience to this supreme authority of the Church and of the Supreme Pontiff, in virtue of which authority the truths of faith are proposed to us, the laws of the Church are imposed upon us, and such commands given us as are necessary to the good government of the Church, consists our rule of faith.—From the Holy Father's Catechism, Fr. Pustet & Co., New York.

PUTTING VITAL FORCE INTO CHRISTIAN DOCTRINE INSTRUCTION.

By Rev. Jas. F. Nolan (Supt. of Schools, Baltimore, Md.).

Frequent articles have appeared of late in the secular magazines and newspaper deploring the widespread prevalence of crime, and tracing the cause of not a little of it to the almost total lack of moral training in youth and childhood. The writers have wisely insisted that the classroom no less than the home and the Sunday school is the proper place for sowing the seeds of virtue, the proper place to begin to form the moral character of our boys and girls.

This is indeed what we delight to hear from such sources. It is so much like what we ourselves might say. It is a mild protest against conditions such as they are; a veering round to the Catholic contention that there should be no divorce between secular and religious teaching in the school. It is an advocacy in veiled language of the method we pursue. It cheers and inspires us in our teaching of Christian doctrine.

And yet those who have given serious consideration to the question assert that there is something radically wrong in our method of conducting catechism classes. We do not produce the results that we should. We are apt to rest content and feel gratified when the words of the text have been thoroughly committed to memory, forgetting that to teach children their religion means far more than merely to teach them their catechism. How often have we come across individuals of another day and another country who could not read a single word, who had never memorized a question of the catechism, but who possessed such a grasp of the truths of their holy religion and who were ever actuated by such a spirit of faith and piety that we have been forced to ponder and ask ourselves the question—whence the secret! If these cases prove anything, it is assuredly that something besides the child's memory must be trained. Not only is the intellect to be stored with a great number of truths, many of them very abstract, but above all the heart, the affections, the feelings are to be so cultivated that the children will hold these truths not solely as an intellectual heritage, but as so many principles of right living. They must be taught not only to know and, as far as may be, understand their religion, but to love it with an enthusiastic love.

The Common Defect.

Our catechism is quite defective in the few moral lessons it draws from the doctrinal questions and answers. For the most part it furnishes but the dry bones of Catholic dogma which the painstaking teacher must fill up to make them living, breathing, attractive forms. I wish that all of our teachers possessed a copy of Bishop Belord's "Religious Education and Its Failures," and studied it with care and attention. They would realize that no branch of study in the whole curriculum calls for more earnest preparation on their part than the catechism.

Of late years wonderful improvements have been made in the methods of imparting secular knowledge, in making abstract ideas concrete. Pictures, charts, maps, sandboards, and objects from nature have been called into requisition with splendid results. Is there any reason why this same method should not be employed in teaching catechism; any reason why a class in catechism should be conducted differently from a class in geography, history or even mathematics? I heartily agree with those who contend that the time has come for us to break away from the traditional way of instructing the young in their religion, the time has come for us to take up again in the classroom "something of the idea that informed the old Miracle plays, and with all possible reverence press into the service of religion every appliance that has helped to simplify and make pleasant our secular teaching."

Archbishop Harty of Manila in a letter to the editors of The Journal says: "I have called the attention of a number of our educators to the value of your Journal as a help and inspiration in the cause of Catholic education."

SPECIMEN LESSONS IN CHRISTIAN DOCTRINE.

By "Leslie Stanton" (A Religious Teacher).
(Lesson IX—The Sacraments.)

TEACHER—The prayer before Catechism, Henry.

HENRY—O my God, I am going to hear this Catechism attentively for the love of Thee. Grant me the grace by it to know, love and serve Thee, and to practice faithfully all that I may learn.

THE CLASS—I will continue, O my God, to perform all my actions for the love of Thee.

The Teacher now asks seven or eight questions dealing with the principal points discussed in the last lesson.)

TEACHER—What is a Sacrament?

WILLIAM—A Sacrament is an outward sign instituted by Christ to give grace.

(The Teacher places the following diagram on the board:

SACRAMENT.

{	1. Outward sign.
	2. Instituted by Christ.
	3. Gives grace.

TEACHER—From the diagram on the board we see that there are three things necessary to make a Sacrament. What is the first, John?

JOHN—A Sacrament is an outward sign.

TEACHER—What is a sign?

THOMAS—A thing that tells you what to do or shows you where to go.

TEACHER—Give me an example of a sign—any sign.

GEORGE—On the door of a room downstairs it says "Principal's Office."

TEACHER—Very well. Now, is that sign the principal's office?

PETER—Why, no, Teacher; it only shows where the office is.

TEACHER—Across the street I can see a sign which reads "Restaurant." Is that sign the restaurant?

FRANK—The sign isn't the restaurant; it only tells us that there is a restaurant inside.

TEACHER—Just so. How many of you went to the country last summer? All right. Now, who among you saw any signs on the fences along the roads? Well, James, what sign did you see?

JAMES—I was passing by a little lake and saw on a big board "All dogs found in this lake will be shot."

TEACHER—And you thought that sign was going to shoot dogs, didn't you?

JAMES—Of course I didn't.

TEACHER—What did you think, then?

JAMES—I thought that, if the man who owned the place saw a dog in the lake he would shoot him.

TEACHER—And you thought rightly, I am sure. From all this that we have said about the sign on the door downstairs and the sign on the house across the street and the sign that James saw in the country we see that ordinary signs do not do what they signify. Now the Sacraments are signs—just as the notice James saw is a sign—but the Sacraments are different from all other signs for two reasons: First, because they are signs of sacred things; and secondly, because they really do what they signify. We shall see this more clearly later on. Peter, what makes the Sacraments signs of sacred things?

PETER—Because they come from God.

TEACHER—And William?

WILLIAM—Because they give grace to our souls.

TEACHER—How many Sacraments are there?

GEORGE—There are seven Sacraments: Baptism, Confirmation, Holy Eucharist, Penance, Extreme Unction, Holy Orders, and Matrimony.

TEACHER—Who instituted or made the Sacraments?

WILLIAM—Our Divine Lord instituted the Sacraments.

TEACHER—Could you or I institute a Sacrament? Why not?

WILLIAM—Because it wouldn't be a Sacrament if our Lord didn't institute it.

TEACHER—Could an angel institute a Sacrament? Could the Church? Look at that diagram and think a bit. Very well, James; why not?

JAMES—Because no body can institute a Sacrament except our Lord.

TEACHER—We have seen that a Sacrament is an ere homage of mind and heart.

outward sign, and that it was instituted by our Lord. We also see from the diagram on the board that the board that the Sacraments give grace. What grace do the Sacraments give?

HENRY—Some of the Sacraments give sanctifying grace and others increase it in our souls.

TEACHER—Let us see, Frank, if you remember the difference between **give** and **increase**. Tell us the difference by means of an example.

FRANK—If I have no marbles, and somebody hands me some, that is **giving** me marbles; if, after that, somebody else comes along and gives me some more, that is **increasing** my marbles.

TEACHER—Which are the Sacraments that **give** sanctifying grace?

PETER—The Sacraments that give sanctifying grace are Baptism and Penance, and they are called Sacraments of the Dead.

TEACHER—Why are Baptism and Penance called Sacraments of the Dead?

HAROLD—Baptism and Penance are called Sacraments of the Dead because they take away sin, which is the death of the soul, and give grace, which is its life.

TEACHER—Mortal sin, you remember, kills the soul. The word **mortal** really means deadly. So you see Baptism and Penance are rightly called Sacraments of the Dead, because they are intended for persons whose souls are dead—killed by mortal sin. These Sacraments restore the soul to life. You may remember hearing in the gospel read in church a few Sundays ago about a young man who was dead and whom our Lord raised to life. Now, just as our Lord raised the body of that young man to life, so the Sacraments of the Dead, Baptism and Penance, raise the souls of people in mortal sin to life. So, why are Baptism and Penance called Sacraments of the Dead?

ERNEST—Baptism and Penance are called Sacraments of the Dead because they take away sin, which is the death of the soul, and give grace, which is its life.

TEACHER—Which are the Sacraments which **increase** sanctifying grace in the soul?

PAUL—The Sacraments which increase sanctifying grace in the soul are Confirmation, Holy Eucharist, Extreme Unction, Holy Orders, and Matrimony, and they are called Sacraments of the Living.

TEACHER—Why are Confirmation, Holy Eucharist, Extreme Unction, Holy Orders, and Matrimony called Sacraments of the Living?

JOHN—Confirmation, Holy Eucharist, Extreme Unction, Holy Orders, and Matrimony are called Sacraments of the Living because those who receive them worthily are already living the life of grace.

TEACHER—The soul, like the body, must be either alive or dead. If it is in mortal sin, it is dead; if it is not in mortal sin, it is in the state of grace, and the state of grace is the life of the soul. Now, the Sacraments of the Dead are for dead souls—souls in mortal sin—and the Sacraments of the Living are for live souls—souls in the state of grace. What sin does he commit who receives the Sacraments of the Living in mortal sin?

GEORGE—He who receives the Sacraments of the Living in mortal sin commits a sacrilege, which is a great sin because it is an abuse of a sacred thing.

TEACHER—An abuse of a sacred thing? What do you mean by an abuse?

PETER—Abuse of anything is not using it rightly.

TEACHER—An example, please.

PETER—If a boy were to kick his geography around the street, that would be an abuse.

TEACHER—Very well. But would kicking his geography around the street be a sacrilege? Why not?

PETER—Because his geography isn't anything holy.

TEACHER—That is right. But suppose a man were so wicked as to kick a crucifix around the street. What kind of a sin would that be?

JAMES—That would be a sacrilege because it is an abuse of something holy.

TEACHER—Quite correct. In just the same way, the Sacraments of the Living are holy things; and should a person have the misfortune to receive any of them—the Holy Eucharist, for example—in the state of mortal sin, that person would be as bad, or even worse, than a man who would abuse a crucifix. There are many ways in which a sacrilege can be committed, but the worst way of all is by receiving the Holy Eucharist—that is, Holy

Communion—in the state of mortal sin.

GEORGE—But supposing a person wants to go to Holy Communion and he is in mortal sin, what is he to do?

TEACHER—If you will just think over the matter a little you will discover that you know what he is to do. What is the Sacrament of Penance for, George? It is one of the two Sacraments of the Dead, you know.

GEORGE—Why, he's to go to confession first.

TEACHER—Certainly he is. The Sacrament of Penance is intended for persons whose souls are dead—that is, in the state of mortal sin—and who want their souls raised to life. But does a person have to be in the state of mortal sin to go to confession?

PETER—I think he does.

TEACHER—Well, you don't think correctly this time, Peter. If you drop into the church next Saturday afternoon you will see a large number of persons standing about the confessionals, waiting to go to confession. Are you to suppose that all those persons are in the state of mortal sin?

PETER—I guess they are.

TEACHER—Well, you must not guess so any more—that would be rash judgment. Many persons go to confession not because they **have** to, but because they **want** to. Many of the saints never committed a mortal sin in all their lives, yet quite a number of them, like Saint Francis de Sales, went to confession every day. What benefit do you think they derived from going to confession so frequently?

HAROLD—Why, they felt better after it.

TEACHER—I am sure they did. You mean, no doubt, that, though they had no mortal sins to confess, they told their venial sins and imperfections. In that case, confession acted like one of the Sacraments of the Living—it increased sanctifying grace in their souls.

Who can suggest some fruit to be drawn from today's lesson?

WILLIAM—To go to confession frequently, even though we may have no mortal sins to confess.

TEACHER—For what purpose, William?

WILLIAM—That we may receive more grace and be strengthened by God.

TEACHER—Very well. And James?

JAMES—To be very careful not to commit a sacrilege by receiving the Sacraments of the Living in mortal sin.

Adopt From Parish Schools.—The Palmer Method of Penmanship has been adopted in the public schools of Boston largely as a result of the very successful showing made by it in the parochial schools of that city. The same thing occurred in New York City last year. In this, as in some other studies in the common branches, parish schools in different parts of the country are doing work from which the secular schools may obtain suggestions for improvement. The Catholic schools of the West were the first to adopt the Palmer Method. Then the parish schools of the East took it up, and now the public schools of New York, Boston and other cities are giving it place. Inasmuch as the adoption of the Palmer Method means much work at the start on the part of the teacher, we do not imagine that it will produce as quick results in the public schools as it did in the parochial. There is a difference in the zeal and application of the teachers in the two fields.

A Religious Art Critic.—An article on "Classification of the Madonnas in Art," written by Sister M. Fides of the Convent of Mercy, Pittsburgh, Pa., and which appeared in The Journal last year, is given prominence and accompanied by several fine illustrations in the current issue of The Circle Magazine, a comparatively new periodical of wide circulation, published by the same firm that issues The Literary Digest. In view of the fact that the publishers of The Circle have at their command contributions from any of the well-known art critics of the country, the prominence given this article of a humble nun is worthy of note.

Our Cover Illustration.—The illustration on our cover this month, "St. Ann Teaching the Blessed Virgin," represents an art-glass window design especially suitable for the chapel of a Catholic educational institution, or for a children's window in the church. The design here shown was executed with beautiful effect by the artists of the Milwaukee Mirror and Art Glass Works.

NOVEMBER BLACKBOARD DRAWING

MISS MARGARET PUMPHREY, Oak Park, Ill.



NUMBER AND ARITHMETIC

ORAL SUPPLEMENTARY ARITHMETIC

(Copyrighted, 1907.)

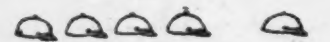
MISS LAURA NEWHOUSE, Willard School, Chicago.

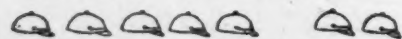
PREFACE


These problems and stories are intended to supplement the work of the text-book used in the second and third grades. The problems and stories are related to the actual interest and needs of the child's life. They are very simple, touching the home life of the child, his games, little trips he may have taken, measurements he has made, and so forth.


This work supplies what most text-books lack: i. e., a fund of oral problems. It is impossible to give the space to enough oral concrete work in a text-book in which the objective is given. The problems contained have been so arranged, that they may be used as a reader in numbers, after each subject has been taught and drilled upon in the abstract. The tablework has been taken up in all the different forms. By the different forms of tablework is meant the following: 6 threes = ? 21 = how many threes? 3 fives = ? 1-3 of 27 = ? 2-3 of 9 = ? Compare 15 with 21, etc. After solving a sufficient number of simple problems, there is little doubt that a child will have a thoro knowledge of the multiplication table.


The multiplication table is given as an illustration of the work found here. The other subjects have been taken up in just as thoro a manner. The stories and problems will be found to be of great assistance to the teacher as well as a source of enjoyment and knowledge to the children. The work may be placed in the hands of a child with the assurance that he will be able to read and cope with its numerical qualities. It is suggested that these problems be cut out and pasted on a piece of cardboard so that they may be distributed among the children. Part One may be used by children in the advanced first grade or beginning second in a school in which sufficient objective work has been given by the teacher. These problems have been used by children of the first and second grades in such a school very successfully.


4 caps and 1 cap = caps.

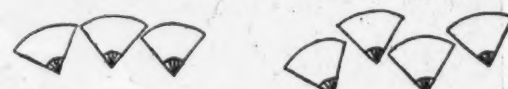

5 caps and 2 caps = caps.



3 caps and 3 caps = caps.



4 fans and 2 fans = fans.

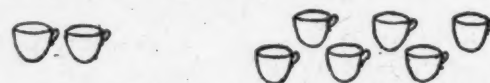

2 fans and 3 fans = fans.



1 fan and 5 fans = fans.



3 fans and 4 fans = fans.



4 cups and 2 cups = cups.



5 cups and 1 cup = cups.


2 cups and 6 cups = cups.


4 balls and 4 balls = balls.


2 balls and 5 balls = balls.


2 balls and 2 balls = balls.


7 fans and 2 fans = fans.

3 balls and 5 balls = balls.

6 cups and 1 cup = cups.

5 caps and 3 caps = caps.

7 balls and 1 ball = balls.

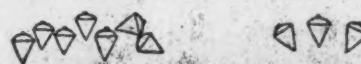
4 fans and 5 fans = fans.

2 cups and 3 cups = cups.

3 balls and 6 balls = balls.

5 caps and 5 caps = caps.

2 fans and 8 fans = fans.

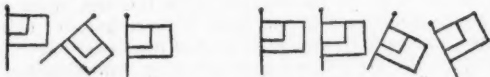

7 tops and 3 tops = tops.



6 tops and 6 tops = tops.



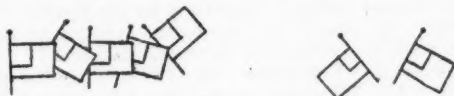
4 tops and 4 tops = tops.



3 flags and 4 flags = flags.



2 flags and 6 flags = flags.



5 flags and 2 flags = flags.



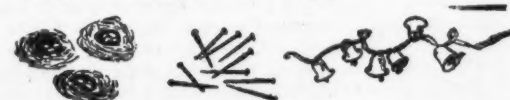
4 eggs and 2 eggs = eggs.



5 eggs and 5 eggs = eggs.



6 eggs and 3 eggs = eggs.



5 nests and 4 nests = nests.

6 nests and 3 nests = nests.

2 nests and 7 nests = nests.

8 nests and 1 nest = nests.

1 pin and 7 pins = pins.

5 pins and 5 pins = pins.

3 pins and 7 pins = pins.

2 pins and 4 pins = pins.

6 bells and 3 bells = bells.

5 bells and 4 bells = bells.

7 bells and 2 bells = bells.

2 bells and 8 bells = bells.

1. 7 cups and one cup = cups.

2. 3 balls and 4 balls = balls.

3. 9 fans and one fan = fans.

4. 6 caps and 4 caps = caps.

5. 8 flags and two flags = flags.

6. One top and 8 tops = tops.

7. 2 eggs and 5 eggs = eggs.

8. 5 pins and 4 pins pins.

9. 7 nests and 3 nests = nests.

10. 6 bells and one bell = bells.

11. One flag and 5 flags = flags.

12. 8 eggs and 2 eggs = eggs.

13. 6 nests and 3 nests = nests.

14. 4 pins and one pin = pins.

Webster's New Standard Dictionaries have met with unusual success during the past year, the publishers, Messrs. Laird & Lee, having received over fifty school adoptions. Chicago has used them for the past three years; also Los Angeles, Calif. Last spring Indianapolis gave them an exclusive adoption. Among many other cities where they are now in use are Trenton, N. J.; Topeka, Kan.; Lafayette, Ind.; Rock Island, Moline, Peoria, Springfield and other Illinois towns. Many of the Cook county cities have also introduced them; Winnetka, Highland, and surrounding parks, River Forest, Forest Park, Crown Point, East Chicago and Whiting, Ind. The states of Ohio, Kansas and Missouri have also placed Webster's New Standard Dictionaries on the list for county and city adoptions. No school board should fail to investigate this famous series of lexicons, as they contain so many original features including more pages and illustrations than the corresponding competitive editions.

FRACTIONS, 1—FUNDAMENTAL PROCESSES.

G. C. SHUTTS, State Normal School, Whitewater, Wis.

In the June number of *The School Century* was discussed the preliminary, oral phase of the work of teaching fractions.

In the fifth grade the pupil is usually expected to learn the definitions of terms, the rules of the processes, and to do the written work. When this is taken up he should know from experience the meaning of a fraction; he should appreciate that the numerator is the number or coefficient of the expression; that as that number is increased the fraction is increased, etc.; that one over the denominator expresses the unit—the fractional unit; and he should appreciate that as the denominator is increased this unit is diminished, etc. He should be able intelligently to compute mentally in the fundamental processes and reductions with digit denominators.

Without this preparation the written work is in great danger of becoming formal, mystifying and ineffective.

In addition of fractions with larger numbers, if the pupil appreciates the coefficient force of the numerator and the unit force of the denominator, he can readily see, as in the smaller fractions, what addition requires a common denominator. He has, in the preliminary work, learned how to reduce fractions to higher terms. Hence the problems arise, "by what number can each denominator be multiplied so that the products will be alike, and what is that product?" These problems should be pondered over till the pupil appreciates that the required product is the least common multiple of the denominators. When this has been fully thought out with small fractions, the rule can be formulated and the process emphasized by drill. However, as soon as the

pupil has thought his way a few times from the conditions given to the answer, a form for the process most productive of economy in time and space should be given. The following is suggested:

(1)	(2)	(3)
$4.5.3 = 60$	$7.3.4 = 84$	$9.4.7 = 252$
$\begin{array}{r l} 8\frac{1}{2} & 39 \\ 23\frac{1}{5} & 28 \\ 36\frac{2}{3} & 46 \\ 18\frac{1}{2} & 55 \\ \hline 87\frac{4}{5} & 168 \\ & 120 \\ & \hline & 48 \end{array}$	$\begin{array}{r l} 19\frac{1}{2} & 77 \\ 28\frac{1}{4} & 75 \\ 13\frac{3}{4} & 74 \\ 95\frac{1}{2} & 49 \\ \hline 158\frac{1}{4} & 275 \\ & 252 \\ & \hline & 23 \end{array}$	$\begin{array}{r l} 36\frac{1}{2} & 133 \\ 23 & 207 \\ 4\frac{1}{2} & 186 \\ 29\frac{1}{3} & 236 \\ \hline 72\frac{1}{2} & 762 \\ & 756 \\ & \hline & 6 \end{array}$

In this form when the factors of the least common multiple are before the pupil, by mental cancellation he can determine by what number to multiply each numerator, as in number 3, to find how many times 36 is contained in 252, the factors of 36 (4 and 9) are cut out of the factors of 252 leaving 7. Then mentally the numerator 19 can be multiplied by 7 giving 133, etc.

When the numerator of the answer, found by adding the column of numerators, is obtained, if larger than the least common denominator, it must be divided by it. The few figures given in the form is sufficient written work. The quotient should be carried mentally to add to the integers. If the pupil understands the thought, the form will lead to no confusion. When the remainder is obtained the question is: "Can the fraction of which this is the numerator be reduced to lower terms?" This can readily be answered by testing whether any of the factors of the least common denominator is contained in it; as in example No. 1; are any of the factors in 4, 5 or 3 contained in 48? 4 and 3 are discovered. Dividing 48 by these gives the numerator required. Then cutting the factors 4 and 3 from 4, 5, and 3, the denominator 5 is obtained. The form should be given early, as soon as the pupil understands the thought process, before slovenly habits in the work have been formed. Then drill for rapidity.

Too often pupils want to record a much larger amount of work than necessary. The muscular work of recording the figures retards the action of the mind and slowness results. The mind can reach great rapidity in computation if the minimum of written work be done. How much written work to do is simply a question of economics; i. e., will such or such an amount of written work after a reasonable amount of drill result in the highest skill on the part of the pupil?

Use practically the same form for subtraction. A slight modification is required when the fraction in the subtrahend is larger than the fraction in the minuend, as:

$$\begin{array}{r|l} 5.18 = 90 \\ 217\frac{5}{8} & 25 \\ 13\frac{1}{5} & 66 \\ \hline 193\frac{49}{40} & 49 \\ & 90 = \text{Ans.} \end{array}$$

When the pupil has thought the problem thru, he has, after having gotten his numerators, only to add the numerator of the minuend to the least common denominator and subtract the numerator of the subtrahend. The form given is adapted to economy of written work in this operation.

In multiplication and division of fractions, the operations are so simple and the thought processes leading up to the rule so intricate in some of the steps, that with the majority of children the best way of handling the subject is, probably, to show them how to do the work and then conduct numerous drill exercises to fix it in mind. Probably

the best rule for this purpose for multiplication is: "To multiply a fraction by a fraction, an integer by a fraction, or a fraction by an integer, think one as the denominator of integers, if there be any; reduce mixed numbers, if any, to improper fractions; multiply the numerators together for a new numerator and the denominators together for a new denominator, abbreviating by cancellation if possible, and reduce to its simplest form." For division: "To divide a fraction by a fraction, a fraction by an integer, or an integer by a fraction, think one as the denominator of integers if there be any; reduce mixed numbers, if any, to improper fractions; invert the terms of the divisor and proceed as in multiplication of fractions."

If the above method is used the simplest application of the rule, viz., the multiplication or division of a fraction by a fraction, should be given first and the others follow as the child gets expert in the preceding cases. The rule should not be given in its entirety at first but just so much of it as needs to be applied. The final, formal statement need be made and memorized only when the pupil can thoroly appreciate its application.

If the rational method is preferred by the teacher, the pupil should be made to understand the meaning of multiplication with integral and fractional multipliers; viz., that $3 \times (\text{times}) 4$ means $4 + 4 + 4$ or three of the fours; that 3×2.5 means three of the 2.5 or $2.5 + 2.5 + 2.5$ or three times two-fifths; that 2.3×6 means 2.3 of 6 or two of the thirds of six; that 2.3×4.5 means 2.3 of 4.5. In other words, multiplication means taking a number as many times as there are units in another, or of finding a fractional part of a number.

As different authorities interpret the sign of multiplication differently confusion in the classroom will be avoided by selecting a particular interpretation and holding to it. As the expression 3×4 may be read 3 times 4 or 3 multiplied by 4; 2.3×8 may be read 2.3 of 8 or 2.3 multiplied by 8. It is not good sense or good English to say 2.3 times 8. It is the judgment of the many based upon wide experience, that children more readily appreciate the former of the above readings; that is, with integral multiplier interpret the sign \times "times" as in 4×3 read 4 times 3, in 4×2.3 read 4 times 2.3; with fractional multipliers interpret the sign "of," as in 2.3×6 read 2.3 of 6, in 2.3×4.7 read 2.3 of 4.7. It is true that this is not the original way of reading the sign but it is getting to be conceded largely that it is the best way.

The simplest case above, probably, for rational analysis is: To find a certain number of times a fraction, as 3×2.5 . If written $3 \times 2\frac{1}{2}$ the pupil more easily can see the relation of coefficient and unit and gets the result 6.5, which can be reduced by a previous rule. The comparison with 3×2 pints may assist. After a few drill exercises on above, give such an example as 2.3×6 . With a suggestion on finding 2.3 of anything else, he will see that 6 must be divided into thirds and two of them taken; as, 1.3 of $6 = 2$; 2 thirds of 6 equals 4. By comparison of the two processes it may be seen that while the thought is different the same rule may be used.

To develop the first of the above problems, as 10×2.5 , and then say to the pupil that 10×2.5 and 2.5×10 give the same result, as is frequently done, is simply begging the question. True, it gives the same numerical result, but does not mean the same thing. Or, to infer the above conclusion from the argument that $3 \times 4 =$

4×3 ; as in the diagram, . . . 3 rows of 4 is the same

in value as 4 rows of 3, which the child can readily appreciate, is no less begging the question. It is but a method of telling and perhaps a good one, but not the rational method. In the latter as well as the former, the pupil must, in the rational method, by his own analysis of the problem, lead up to the rule.

Language and Reading

ENGLISH IN THE INTERMEDIATE GRADES

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OF WORDS OFTEN INCORRECTLY USED

One of the most important features of the English work of the intermediate grades is the task which has for its aim the establishment of correct usages in words often misused. This work involves two processes: first, the breaking up of the incorrect habit; second, the establishment of the correct habit. The boy who says, "I hain't got no marbles in my pocket" must first be trained to inhibit the impulse to say "hain't got no," and must then substitute therefor the expression, "haven't any" or "have no." In the breaking up of bad habits of speech—oral or written—therefore, the teacher's first effort is directed toward invoking the psychological principle of inhibition. Inhibition, as we are aware, is the checking of an impulse by opposing another to it. The angry father who is impelled to inflict corporal punishment on his son, and then suddenly "changes his mind" as we say, and substitutes some other form of discipline, furnishes an illustration of the principle of inhibition. One form of motor discharge is substituted for another. In the breaking up of incorrect usages in language, the same principle is brought into play, save that in the illustration of the "angry father" it is a feeling that is inhibited while in the case of the misuse of language it is a habit. Of course with children who have been trained from early childhood in correct habits of speech, we are, for the most part, spared the necessity of inhibiting the incorrect habits, but there are almost always in every school a sufficient number of boys and girls who use incorrect forms to necessitate exercises to overcome them. We shall therefore assume in this discussion that the needs of the children require such exercises.

Admitting, then, the tendency to say "he don't" for "he doesn't," to confuse "lie" and "lay," to say "between you and I" instead of "between you and me," it will be profitable to consider how the process of inhibition may be applied so as to arrest the one form and establish the other.

Fundamental to the inquiry is the question: What causes us to inhibit one impulse and substitute for it another? Why does the angry father inhibit the impulse to whip his son and substitute some other form of discipline? Why does the boy or girl inhibit the impulse to read "The Youth's Companion" or "St. Nicholas," and instead study his arithmetic or history? Always there is a motive, a reason, which influences him to substitute a higher for a lower good. There may be a failure to make the substitution; the higher good may not be strong enough to arrest the lower; but always, whether it prevails or does not prevail, there is back of the inhibition a motive. In the case of the father the motive may be a thought or feeling that the highest good for

the boy may be attained thru the milder rather than thru the more severe form of punishment; in the case of the boy or girl who substitutes study for pleasant reading, the motive may be pride, self-respect, a desire for higher marks in school, fear of the displeasure of the teacher or one of several possible controls. But there must be some motive else the first impulse, undesirable tho it may be, will be unchecked.

INCENTIVES

The same principle holds true of speech habits. There must be some motive to influence the boy or girl to break up the bad habit and practice the good habit. It is this principle that teachers fail to invoke as explicitly as they should. The child must be furnished with some motive for inhibiting the old and putting on the new. This motive may be any one of the several motives or incentives which are brought into play in promoting the growth of the child. It may be the incentive of personal pride in the use of the English of people of education and refinement; it may be a shrewd appreciation of the wisdom of adjustment to the arbitrary requirement of the teacher; it may be the influence of a public school opinion in favor of good English which has been created by the teacher; it may be the utilitarian motive of the practical, business advantage of speaking and writing good English. To one or all of these motives the teacher should certainly appeal; one or all of these incentives should be stimulated to activity. The most effective and the most permanent are undoubtedly the incentives of the utilitarian and social advantage of correct English, the appeal from the usage of the "best" people, and the creation of a "good-English" school opinion. These are the incentives which the teacher should bring into play; these are the motives thru which the child should actively enlist himself in the work of improving his forms of oral and written speech.

Given a sufficiently powerful motive and the self-activity of the child will be stimulated to bring about the desired result. And it is the child's own activity that, in the final analysis, must set itself to the task of breaking up the bad habits of speech and substituting the good habits. If the child can be brought to feel that it is a commercial advantage to speak and write good English a long step has been taken toward the accomplishment of the desired result. If the school, as a whole, has been awakened to a pride in the English of all its members, a powerful lever has been applied to the individual boy or girl who lowers the tone of the school by his misuse of the mother tongue and the chances are he will soon be "pried" out of his bad habits. Many teachers organize their schools into "Good-English Clubs," for this very purpose of creating a public opinion in favor of good usage in the vernacular. All the pupils in the school are members of the "Good-English Club," and if any one commits a blunder in English in any of his recitations he is dropped from membership in the club for a week, or suffers some other mild sign of disapproval which will serve to keep alive in him the necessity of minding his "p's" and "q's." Such a device is very effective in raising the standard of English in a school, and some manifest results have been witnessed in schools where the English had previously been distressingly

barbarous. We should urge the organization of these clubs more widely. They get at the root of the matter by furnishing a motive; and a motive, as we have said, is essential to the operation of the principle of inhibition.

To the boy who is ambitious and hopes to succeed in life, the utilitarian motive will prove a strong incentive, and the teacher should not hesitate to appeal to it both by talks to the whole school and by conference with the individual pupil. But, by whatever honorable and worthy means her ingenuity will suggest, the teacher should seek to establish a motive in the child's mind, which will serve as a "switch" to throw or to keep him on the right track. Half—yes, more than half—the battle has been won for good English when some permanently effective motive has been set in activity.

Assuming then that we have furnished the pupils with some effective motive which will serve to check the impulse to incorrect usage and substitute correct usage, we still have to consider what incorrect usages have to be inhibited in children, and by what means or exercises, if such are necessary, the correct usages may be established. A complete inventory, covering all the errors of this sort that children make, would hardly be possible, but the following list will perhaps include the most general and most common:

Misuse of *is* and *are*; *was* and *were*; *has* and *have*; *I* and *me*; *saw* and *seen*; *do*, *does*, *doesn't*, *don't*, *did*, *done*; *come*, *comes*, *came*; *go*, *goes*, *went*, *gone*; *give*, *gives*, *gave*, *given*; *there* and *their*; *this* and *that*; *these*, *those*, *them*; *take*, *takes*, *took*, *taken*; *to*, *too*, *two*; *drive*, *drives*, *drove*, *driven*; *write*, *wrote*, *written*; *grow*, *grew*, *grown*; *run*, *ran*; *may* and *can*; *learn* and *teach*; *its* and *it's*; *a* and *an*; *sit* and *set*; *lie* and *lay*; *here* and *there*; *like* and *as*; *flows*, *flowed*; *flies*, *flew*, *flown*; *rise* and *raise*; *blow*, *blew*, *blown*; *in* and *into*; *got* for *have*.

Besides these, and others which might be added—especially irregular verbs—we have to note the frequent tendency to use two negatives in a sentence; the vulgarisms *hain't*, *ain't*, *tain't*, *hern* for *hers*, *hisen* for *his*, *thern* for *theirs*, *yourn* for *yours*; *acrost* for *across*; the correct verb forms with *each*, *every*, *either*, *neither* and *no*; "*would of*" and "*should of*" for *would have* and *should have*; distinction in use between *good* and *well*; between *at* and *to*; *throw*, *threw*, *thrown*, with special caution against "*throwed*"; *shall* and *will*; *no* and *know*, *new* and *knew*; *their* and *they're*, *your* and *you're*; *eat*, *eats*, *ate*, *eaten*; *whose* and *who's*; and others which the teacher will glean from her experience.

CORRECTING ERRORS AND MISUSES

It is not necessary to indicate the methods for correcting each and all of the above errors and misuses. It is sufficient to set forth a few type-exercises, which may represent the method for words and expressions of a similar nature. In the first place it is well for the teacher to have some systematic plan of procedure. To a considerable extent it is true, the needs of the class will determine the necessary exercises, but many an error may be forestalled and many a bad habit prevented entirely by establishing the good habit at the first. Then, too, many of these bad linguistic usages which have become habitual, need the constant repetition of the good forms, and drill upon them will have to be carried on systematically and continuously. It would be conducive of better results, therefore, if the teacher would list the common errors in speech, either as given above or as

her experience and study give them to her, and take them up in a fairly regularly recurring "spiral."

Having listed these frequently misused words and expressions in something like their order of need and difficulty, the question of method becomes our next object of study. Before giving a type-lesson however, a few observations on some specific words may be in place. Let us take the words "*is*" and "*are*," upon which exercises are required and given. In the primary grades very simple sentences, like "*The horse is large*," "*The pictures are beautiful*," are necessary. In the intermediate grades, however, exercises are seldom required where, as in the above sentences, the subject immediately precedes the predicate. An examination of children's errors in these grades shows that mistakes usually arise in the use of "*There is*" and "*There are*," in questions beginning with "*Is there*" and "*Are there*," and in sentences where the copula is separated from the subject by intervening modifying words or phrases. Typical errors, for example are the following: "*There is some apples in the basket*"; "*There isn't any mistakes in my spelling*"; "*The parts of the Great Central plain is the southern part, the northern part and the western part*." I ran across this last sentence in a fourth grade exercise in geography the other day, and several children were found to have made the mistake that occurs in it. The stress of attention, therefore, should be thrown on sentences designed to establish correctness in the types illustrated above.

The following is the type of exercise required in the fourth and fifth grades: [Either *is* or *are*, *is*, of course, to be inserted in the blank spaces.]

There — a right way and a wrong way of doing things.

— there any pins in that cushion?

— there no way of getting out of these woods?

There — three fives in fifteen.

How many eights — there in twenty-four? "The difference between one boy and another," said Dr. Arnold, "— not so much in talent as in energy."

"The trees and apple orchards

With fruit — bending down."

"The eyes of Spring, so azure,

— peeping from the ground."

"Of all maxims, the best, as the oldest,

— the true watchword of—never give up!"

ESTABLISHING CORRECT ORAL HABITS

For establishing correct oral habits in the use of the personal pronouns after *is* and *are*, it is an excellent thing to have what I call *Habit Drills*. The teacher should print or stencil on mounting board a list like the following:

It is I—It isn't I.

It is he—It isn't he.

It is she—It isn't she.

It is we—It isn't we.

It is they—It isn't they.

Is it he?—Isn't it he?

Is it she?—Isn't it she?

Is it you?—Isn't it you?

It was I—It wasn't I.

It was he—It wasn't he, etc., as needed.

Holding this up before the class let them repeat it rapidly several times, first in concert, then individually.

An exercise like this for four or five minutes every day, or even three times a week, will have a strong tendency to establish the right habits. The same plan may be used with good effect in inhibiting other bad habits of oral speech. For example, have another card devoted to habit drills on "*Between you and —*." Thus:

Between you and me.

Between him and me.

Between John and me.

Between James and him.

Between Mary and her, etc.

Another card may be used for exercises designed to

break up the use of vulgarisms like ain't, hain't, 'tain't, his'n, etc.

To fix correct habits in the use of saw and seen, an exact model of a habit drill card is here represented:

[Fill blanks with see, saw, seen or sun].

I — the parade yesterday.
 He has never — a camel.
 We — the map on the wall.
 John was — in the store.
 Have you ever — a rubber tree?
 Will you — that he comes?
 I never — such poor playing.
 They — him getting off the car.
 We shall — her to-morrow.
 I could not — who it was.
 Had I — him, I might
 have helped him.

Rule: Use seen only with a
 helping word, like has, have, had,
was, etc.

All authorities on the physical and mental characteristics of children in intermediate grades agree that it is pre-eminently the period for the establishment of habits. It is of the utmost importance therefore, that we take advantage of this fact in our English work in these grades, and by every legitimate means seek to eradicate bad habits and imbed good habits of speech. These habit drills, given a few minutes each school day, will be found very effective in accomplishing the desired end.

As a general type of lesson on the correct use of certain words, the following is offered as both interesting and effective. It is a reproduction of a lesson given by a fourth-grade teacher to a very interested class. The teacher wrote the following list of words on the blackboard:

Seen—went—did—wrote—done—gave—saw—written
 gone—given.

The teacher then asked, "What words in this test may stand alone in a sentence, that is, without a helping word?"

Class: "Did, saw, went, gave, wrote."

Teacher: "What words cannot be used alone, that is, without a helping word?"

Class: "Seen, done, gone, written, given."

Individual children were then called on to give sentences containing each of the words in the list. To stimulate interest the class was told to listen and raise their hands whenever the one reciting made a mistake. As soon as a mistake appeared the one reciting sat down and some one else essayed the task. Following this came some sentences on the blackboard in which the proper forms were to be inserted. Finally the children were required to write out a set of original sentences illustrating the proper use of each of the words listed on the blackboard.

This is only one of several types of lessons which may be used for work of this nature, but enough has been given, perhaps, to indicate the importance of the work, the underlying principle involved in the accomplishment of the aim and some of the effective methods of attack.

Geography and History.

THE SECOND HAGUE PEACE CONFERENCE

Between June 15 and the adjournment, October 19, forty-five different kinds of flags waved over The Hague, because that many different nations (including every independent nation on the globe, with the single exception of the African negro republic of Liberia) had representatives there to consider how the world's peace could best be protected, marking an epoch-making conference, since this was the first time in history when national representatives of the whole civilized world met together. It was even the first time all the South American republics were represented at an international gathering of such scope.

Two cartoonists ridiculed it as a mere "talkfest" and certain newspapers persistently misrepresented its chief occupation as time-killing discussion productive of nothing, yet the conference passed the following thirteen conventions which, the more they are studied by those who do not expect the world's second nature of fighting habits, induced by thousands of years of warfare, to be cast aside without some years of preparatory education, the more they evince their potent power for peace:

(1) For the peaceful regulation of international conflicts; (2) providing for an international prize court; regulating the rights and duties of neutrals (3) on land and (4) on sea; (5) covering the laying of submarine mines; (6) the bombardment of towns from the sea; (7) the collection of contractual debts; (8) the transformation of merchantmen into warships; (9) the treatment of captured crews; covering the inviolability of (10) fishing boats, and (11) postal service; (12) the application of Geneva convention and Red Cross rules to sea warfare; (13) regarding laws and customs regulating land warfare.

In addition, the conference passed these resolutions and declarations:

(1) That balloons shall not be used to throw explosives; (2) favoring obligatory arbitration; (3) a resolution regarding the establishment of a permanent court of arbitration.

The most of the foregoing decisions appear to regulate rather than prevent war, thus calling forth the criticism that this was really a war instead of a peace conference, yet close observers note that these regulations serve as preventatives by making war more difficult; also that The Hague conference accomplished much in making these nations better acquainted; for the advantage of friendly intercourse is beyond computation; since friendships among nations, like those of individuals, are of silent growth but of immeasurable potency for peace.

BLACKBOARD ILLUSTRATION IN GEOGRAPHY.—IV.

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RUNNING WATERS

Among the notable factors in land sculpture is the action of running water, whether it be that of the small stream, warbling down the hillside and swelling at times into an angry torrent, or that of the larger streams and creeks which at intervals become the scene of raging and boiling chaos. Probably no streams are at any time entirely free from sediment, inasmuch as they are almost constantly at work cutting and sawing out a

channel farther and farther inland. It would seem that the ever-recurring cycle of the earth's waters, from ocean to cloud, from cloud to earth, and from earth back to the sea, were destined ultimately to bring land and water to a common level. But, be that as it may, it is not a question of immediate apprehension, as this generation will be gathered to its fathers long ages before such a condition, even if probable, could come to pass. But it must be admitted that changes of astonishing proportions are sometimes brought about in a surprisingly short time. Others are so gradual as to escape passing notice. Stream study will always be a convenient and interesting feature of elementary Geography work, and probably no phase of a stream's life is more interesting and attractive than the falls and rapids.



WATER-FALLS

These will occur, of course, wherever the channel of a stream makes either an abrupt or a steeply inclined descent. This may be brought about in several ways, chief among which is the diversion of a stream from its channel by the accumulation of glacial drift. In this event, the streams are often made to follow a course that leads over rocky ledges or steep descents, resulting in the above mentioned phenomena. Instances of water-falls as outgrowths of this cause are numerous in the New England districts and the glacial area farther west, the most famous of which is the Niagara. The life history of this stream is easily available to the reader, but it may be well to note here that the Niagara is forever at work digging its channel without abatement, removing almost a million cubic feet of material per year. The falls of Saint Anthony are due to the same cause. Among other causes of water-falls may be mentioned the intervention of obstacles such as lava streams, the presence of faults, and the variety in the hardness of the rocks forming the stream bed.

The utilization of water power for industrial purposes is not new, but its application to the generating of electric power is spreading with astonishing rapidity. Another phase of interest in the study of falls and rapids is the effect of their presence on the growth and development of countries. Instances may be mentioned, such as the Fall Line in the eastern part of the United States, and also the cataracts of the Nile. That the subjugation and development of Africa has long been retarded on account of the presence of these barriers to navigation, is an instance also pertinent to the subject.

DRAWING A WATER-FALL

In drawing the water-fall, a mountain scene for a gorge effect has been chosen as an illustration. Work for large rock masses, and bind them together with modified tones, allowing some contrast of color to give

individuality to the forms. Put plenty of color at the top of the falls and in the descending torrents in the foreground. Blend these by rubbing with the fingers, doing the same more extensively for the spray. Use the

side of the crayon and handle it as suggested in the previous articles on this subject. Attention is called to the perspective of receding lines, as illustrated in the shore lines running from the foreground back to the falls. Note that these lines do not ascend very much, but converge rapidly. The receding shore line above the falls must receive proper placing, but may, of course, be varied to suit the purpose of the drawing. Remember also to reduce color strength in the distance. Make the outline of the projecting rocks in the stream rather strong leaving the body dark, but put on a few strokes

for high lights and middle tones in order to give them form and mass. A mere touch for the mountain in the distance is all that is needed, while the sky space may be relieved by a bird or two to give proper balance to the whole.

Such drawings may be used to indicate denudation, a break in navigation, or as illustrations to accompany some extract from Literature.

The following word picture of the Niagara Falls, by Charles Dickens, is a literary gem well worthy of our attention. He says, "It was not till I came to Table Rock and looked—Great Heavens!—on what a fall of bright green water, that it all flashed upon me in its might and majesty. Then, when I felt how near to my Creator I was standing, the first impression and the lasting one of this tremendous spectacle was—Peace; calm recollections of the Dead; great thoughts of our eternal rest and happiness! E'en now in many a quiet hour I think, still do these waters roar and rush, and leap and tumble all day long! Still are the rainbows spanning them one hundred feet below! Still, when the sun is on them, do they shine like molten gold; still, when the day is gloomy, do they seem to crumble like a great chalk cliff, or like a mass of dense, white smoke. But ever does the mighty stream appear to die, as it descends, and from its grave rises that ghost of mist and spray, which never has been laid, but which still haunts the place with the same dread solemnity as when the First Flood, Light, came rushing on Creation at the word of God!"

TEACHING SOME FUNDAMENTALS AS A BASIS FOR GEOGRAPHICAL KNOWLEDGE

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In the elementary schools, branches of study are chosen for two useful and reasonable ends. One of

these reasons is to give the child ability to understand his environment, and to master it so that he can make it useful to him. He is taught geography so that he may understand the casual relations existing between his habitat and other places. The other reason for the study of a branch is that it develops some faculty or power in the child and causes him to control himself. It develops the intellect, the memory, the judgment, or the heart. Writing, drawing and manual training have their places in school because they develop the will, the tendency of purpose and the ability to pay long and continuous attention to one thing and to form correct habits which will make pupils better citizens.

If we study geography from this standpoint, we must lay the proper foundation so that the first proposition can be made one of the aims of the study. I mean that the pupil must have something to build on. If he is to understand his environment in relation to other parts of the world he must know how to measure, he must know some mathematical geography.

MATHEMATICAL GEOGRAPHY

It is thru home geography that we are able to see other parts of the world. The pupil can understand the wearing away of the Niagara gorge by seeing the little rivulet tearing away the soil by the roadside. But the pupil can not understand the growth of the vegetation in one country by seeing it grow in another, unless he knows something of mathematical and physical geography. It is not enough for him to know that when we approach the north it gets colder. He should know that when we approach the south it gets colder also, and he should know the reasons.

MERIDIANS AND PARALLELS

It is a good plan for the child to get a general idea of the meridians and parallels of the earth. Have each child mold a globe out of clay and then have him

make the meridians and the parallels as they are on the map. The pupils will take a delight in this kind of work and then it will make the right impression. The meridian and parallel passing thru the home state should be placed on the globe. Attention should be called to the prime meridian and how the meridians are numbered. This matter could be carried further by having pupils paint on the clay, the continents and oceans. This would give a good general idea of the relation of one continent to another. This work could be supplemented by giving problems in arithmetic, pertaining to longitude and time, and even the distance of one place from another by actual measurement on the clay globe. If a week or more time is given, early in the geography teaching, to this work, much confusion in the later teaching will be avoided.

THE SEASONS

Following the above work, the pupil should understand the causes of the seasons. This work is too often neglected. If the pupil does not understand the seasons, he can not study geography from the standpoint of cause and effect. No ordinary child will understand this by reading the geography. He must work it out for himself. He must see the real conditions. One simple way of bringing this before the child is to procure a large round apple or potato, or even a ball. Cause it to sink half way in a pan of water. Have the inclination of the axis represented by placing a needle or pins in the apple. Let the line of the apple where the water touches the surface represent the plane of the ecliptic. Draw the equator and then have some other apple to represent the sun. Cause the apple to go round the sun, keep the inclination in the same direction. Have the pupils mark the distance farthest south that the sun shines perpendicularly on the apple, also the place

NOVEMBER BLACKBOARD CALENDER

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where it shines perpendicularly farthest north. By this means he will make the tropic of cancer and the tropic of capricorn. From this he will easily find, by suggestions from the teacher, the arctic circle and he will see that when the sun shines perpendicularly on the earth farthest north, that it will shine just as far beyond the pole as this distance is north of the equator. It will be easy for him to work out all the lines that are used on the maps.

If a croquet ball is used for the experiment the pupil should be required to paint on the ball, the zones. If each pupil is required to work out this experiment, he will never forget the conditions and it will be a foundation for many problems in his future work. With this same experiment he can work out and see why the sun shines longer in the day in the summer time, in Canada than it does in Georgia. Later he can use the same experiment to show that the days get longer, in the summer time, as we go north and, when we get to the pole, they are six months long. This will no more be a wonder to the pupil but he will actually see why it is. When he is studying the wheat fields of the north and trying to find out why the wheat will grow better in Minnesota than in Georgia, he will be able to see at least one reason.

Unless this is carried further the same pupil is apt to think that if the sun shines longer in the day in Minnesota than it does in Georgia, that it will be hotter in Minnesota than it is in Georgia. A great many pupils think that the reason it is not hotter in Minnesota than it is in Georgia, is because it is farther away. I have tested a great many pupils, even in the high school and they give distance from the sun as the reason. I found one teacher giving to her pupils this reason. This can be cleared up by making a simple drawing on the board. Represent a ray of the sun by a broad mark. Have it to fall perpendicularly on a surface and note the amount of the surface covered. Then have it fall from an angle of, say, twenty-three degrees and mark the surface covered. Show that in one case, the heat from the ray is distributed over many times what it is in the other case. The pupil can easily see that at the poles the same ray would have but little effect on account of the great amount of surface it covers. But little heat would be given to the earth. This would solve the problem for the pupil, why near the poles it is very cold.

We must remember that these general superficial notions are more important than any more specific notions which follow later. It is of more importance to know that Chile is in south latitude and that we are in north latitude, than it is to know that a city is so many degrees south latitude. For all practical thinking the generalities of geography are exceedingly important.

THE AIR

There are some other fundamental principles in geography that are neglected. The child, in order to reason, must know them. Without them it becomes memory work and one thing has no connection with another. I have reference to the conditions that cause rain and the conditions of the air in its relation to moisture. The whole subject in a simple way should be explained. He should know that warm air will hold more moisture than cold air and that the air gets thinner as we go up. Thin air does not absorb as much heat as dense air, therefore as we go up, the air is colder and if colder then it has not as much moisture. If air is moving up over a mountain, if humid, there is sure to be rain. If the pupil knows these things he will be able to solve many of the problems of geography. He scarcely can have a lesson in geography without in some way involving the laws concerning the humidity of the air. When he sees a desert on the map he will be able to find out from the physical conditions, the cause of the desert. If he sees the great Amazon River system, he will look for the causes that produced such a great downfall of

water. He will see that this downfall of water causes the great forests and the fertile valleys.

Again, if he knows something about the great pressure of air and that warm air has not the pressure that cold air has under similar circumstances and from that, that difference of temperature will cause a flow of air from one place towards another, he will then be able to work out the Trade Winds. He will be able to see why the wind blows over the mountain and on one side of the mountain we have much rain and on the other side but little. If he knows that soil absorbs the heat quicker than the water and also loses the heat quicker, he will understand many things about vegetation along the coasts.

Let us hold fast to these fundamental principles and get them well fixed in the minds of the children so that we will have a working basis for the geography work. Gradually the child discovers the chain of causality. Each object is in a chain of causality; it is derived from something else. Thus, step by step, he is led to see his relation to his environment.

MAP DRAWING BY PUPILS

The outline map can be bought for a penny or it can be made by the pupil. I believe it is best for the pupil to make the entire map. By so doing he becomes very familiar with the general outline of the country. If it is hard for the pupil to get the proportions just right, by practice he will soon master them. Or he can use thin paper and place it over the map in the book and soon get an exact outline. Care should be taken always to place on the map the parallels and meridians and their numbers. This can be then traced on drawing paper.

Do not try to show too many things on one map. The pupil will get confused and in the end get nothing. I do not think it best to make sections of a country. A good plan for the study of a continent, say North America is to make a series of maps showing, first the surface, the principal mountain ranges and the height of land with a few of the rivers; enough rivers to show the river basins and valleys. On this map should be emphasized the zones and the degrees of latitude and longitude. This should be followed by maps showing the natural resources of the continent; the minerals, especially iron and coal, a map for each. A map to show where the timber is found.

Following these maps, make maps showing the crops; the corn belt, the wheat belt, the cotton belt, maps showing where the cattle are raised, where hogs are raised, and then a map showing the highways of commerce, rivers, lakes, canals and railroads. In making this map care should be taken to put only the trunk lines or the principal roads on the map. It will be confusing to the pupil otherwise. I have only mentioned a few of the maps that should be made.

After the series of maps are made, they should be studied. From the map giving the ways of commerce, the pupils can see the flow of commerce. They can see why the centers of trade are located where they are. They can see that at one place no wheat is grown and consequently wheat must be shipped there. At another place iron is found but no coal, consequently the one must be shipped to the other or to some central place. From his own maps, the pupil can be made to work out the commerce of the country and name and locate the great cities and be able to see why they are great.

Pupils will take great delight in making these maps. They love to do something with their hands. Many will use colors and thus supplement the drawing work. Many teachers have the maps of each pupil bound together and kept between board backs. Often they are used on exhibition day, when the parents and friends come in to see the work of the pupils. It is a good way to have the pupil compare his work with the work of others. It creates a friendly rivalry.

Drawing and Construction Work

NOVEMBER DRAWING

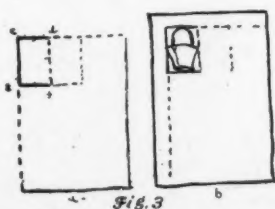
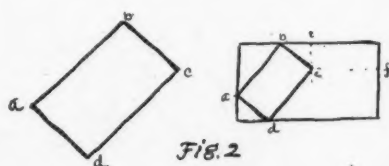
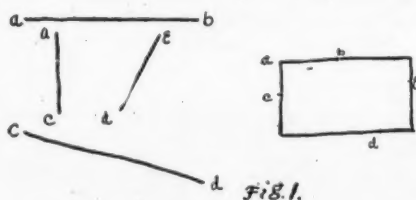
EMILY M. DORN, Assistant Supervisor of Drawing,
St. Louis, Mo.

Continue plant study. Specimens for ink and pencil massing may easily be found in November; in some localities good material for color work will also be obtainable. The landscape work will be used in connection with illustration as well as in decorative compositions in flat tones.

Begin object study in pencil outlines. Measurements for proportion will begin in the fourth grade and be used in all object work thru the eighth.

Develop the taking of measurements by means of lines drawn on the blackboard. Draw ab , ac , cd , de , as seen in Fig. 1.

Let the rectangle represent the sheet of drawing paper. Each child will hold his paper at arm's length so that



point a of his paper coincides with a of the line. Place a dot wherever point b falls on the upper edge of the paper. The other points will be located in the same manner.

The next step is shown in Fig. 2. The rectangle $abcd$ is placed upon the board—a large drawing. Measuring along the edge of his paper as before, the child places a , b and d . Point c is located first at e for the distance from the side of the paper; then at f for the distance from the top. Its real location is found by light dotted lines produced from e and f to the intersection c .

Curved lines may be studied in the same way.

Figure 3 shows the plan in working from an object, after the method of locating dots for the various lines is understood. Fold down and crease one-half inch from the upper edge of the sheet of drawing paper and the same along its left side. This is shown in a , Fig. 3, the dotted upper and left edges indicating the fold.

The object to be studied is a large bucket hung before the school, above the eye. The upper edge of the paper is held at arm's length to cover the greatest width of the bucket, cd indicating this width. The left edge is placed to cover the greatest vertical dimension, the line ce giving the result. It follows that the rectangle $cdef$ will contain a drawing of the bucket in the proportion seen by each child, no two rectangles being exactly alike as no two children see the object from the same distance.

Unfold the edges that were creased over and cut three sides of the rectangle $cdef$, leaving the fourth side df to serve as a hinge on which to fold back and form the little window. When the paper is held up in the same

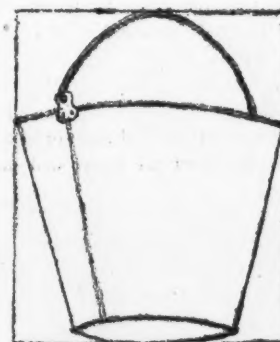


Illustration 4. Fourth Grade.

position as at the time the measurements were taken, the window being folded back, the result should be as in b , Fig. 3, the bucket visible, fitting exactly into the opening. By taking the measurements of the various parts and locating the points in the open window as seen in a , then closing the window and connecting on its surface these various points, a correct drawing of the object should result. Figure 4 shows such a window measurement, together with the enlargement to as great a size as the proportion of the paper and good placing will permit.

The following list indicates good subjects for picture study during the month. The numbers are those taken from the Perry Pictures catalog. In this correlation with history a picture used as the frontispiece in a book-



"Nutting."
Illustration 5. First Grade.



Illustration 6. Second Grade.
'Trimming Trees

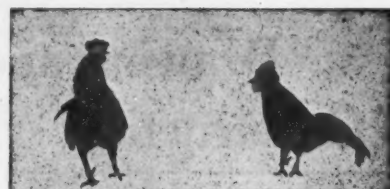


Illustration 7.

let with cover especially designed for the season will add to its value.

No.	Subject.	Artist
1331	Embarkation of the Pilgrims	Weir
1331 B	The Mayflower in Plymouth Harbor	Hallsall
1331 C	Departure of the Pilgrims from Delft Haven	
1332	Landing of the Pilgrims	Rothermel
1334	Departure of the Mayflower	Bayes
1335	Two Farewells	Boughton
1336	Pilgrim Exiles	Boughton
1336 B	Return of the Mayflower	Boughton
1337	John Alden and Priscilla	Boughton
1338	Priscilla	Boughton
1339	Pilgrims Going to Church	Boughton

PRIMARY GRADES

Illustrative drawing with colored crayons, subjects being selected in the way of school and home interests and stories with which they are familiar. (Illus. 5 & 6.)

Animals may be brought into the schoolroom and pencil drawings or paintings in ink or color made, the medium used depending upon the subject. Where a rooster with bright feathers, or a brilliantly colored parrot can be secured, watercolor is, of course, the most appropriate. (Illus. 7.)

Make a Thanksgiving booklet. The cover will be lettered and decorated with some appropriate design. It may be that the outside will have only the lettering upon it, while the inside of the cover will be an all-over de-



Illustration 8. Third Grade.

sign. An appropriate quotation may be written or printed upon the sheets fastened within the cover; a small Perry picture may be mounted and used as one sheet, also. (Illust. 8.)

The fourth grade will begin pencil measurements of objects and draw large bucket hung above the eye. (Illustr. 4.) In similar manner study and draw a large,

thick book below the eye; an object with spout or handle above the eye, whatever the object rests on being carefully studied and indicated; a single object (teapot) below the eye. Make pencil drawings of details, top, sides, sectional views, of plants and seed-pods to be used later as units of design. (Illust. 9.)

INTERMEDIATE AND GRAMMAR GRADES

Draw in pencil outline a washboard placed in tub, above the eye. Being the first lesson in object drawing this year, a review of taking measurements and getting proportions will be necessary. Whatever the tub rests on should be indicated, the planning lines, very lightly sketched, should remain, and each sheet should show the

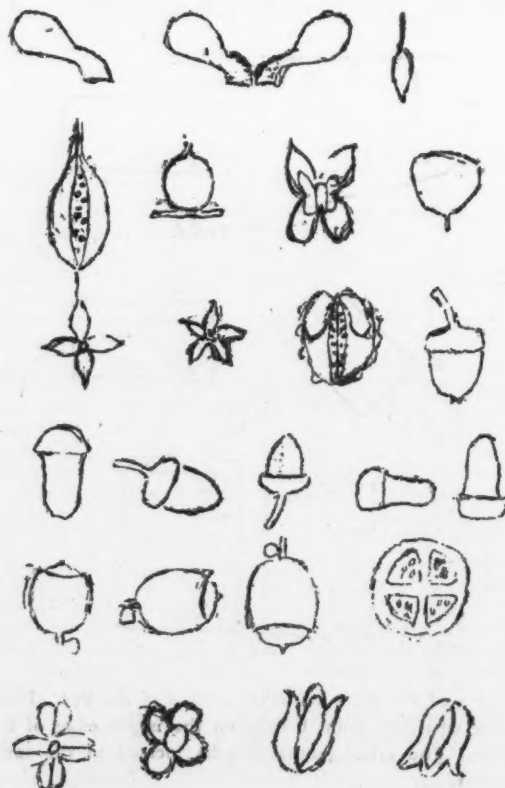


Illustration 9. Fourth Grade.

small drawing made by means of the window measurements.

Draw a large, thick book grouped with some other object, a candlestick, vase or piece of pottery. After

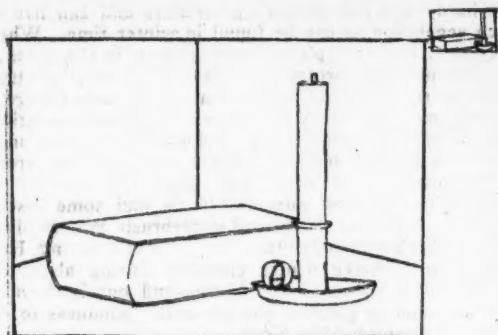


Illustration 10. Seventh Grade.



Illustration 11.

enlarging erase the enclosing lines and form into a composition, studying carefully the space relationships. (Illust. 10.)

Translate some realistic landscape painted in October into a decorative composition in three tones of gray. (Illust. 11.)

Translate a realistic landscape into a decorative composition in color. Much study will be given to getting a harmonious color scheme and good space relations. Plan its placing on a larger sheet in connection with a carefully printed quotation suitable to the season, again giving the space relations careful attention. It is recom-

mended that this be carried out on bogus paper. (Illust. 12.)

Make drawings of top, side, sectional views, etc., of flowers, seedpods, etc., for units of design to be used later. Suggestive sheets for this work will be found in the August and October numbers (as well as many others) of the Ceramic Studio. It will be a great help to hang these sheets in the school room in order that the pupils may study them before beginning on their own.



Illustration 12.

Nature Study

PREPARATIONS FOR WINTER

Induce pupils to notice how plants, trees, insects, birds, animals, and man prepare in November for nature's long rest thru the winter. What preparations by means of seeds, bulbs, etc. (as beans, corn, tulips), have some plants made to return next year, even tho they appear to die, since they entirely disappear on the approach of winter? Note that their apparent death is their preparation for continuing their life. "Except a grain of corn die, it can not live again."

How have the onions, tulips, and lilies packed themselves away for next year's growth in short, thickened branches called bulbs, bearing thick leaves wrapped closely over a central stalk of flowers? Observe that the seed contains much the same arrangement in miniature, in some cases too small to be seen with the naked eye. Instead of the tiny seed-leaves being juicy, they are dry and hard, needing moisture and warmth to enlarge and unfold them, as a few days of soaking in beans or corn will show.

Have the pupils note such common forms of plant preparation as are made by turnips, beets and potatoes, packed away in thickened roots so good that men are glad to take them up and store them away from harm during winter. Where will the leaves come out on such roots? Where will the new roots appear?

Notice how the trees prepare for winter by casting their leaves, putting the winter coats on their buds, sending the sap down underground into the roots.

PRIMARY NATURE STUDY PLANS AND MATERIAL FOR NOVEMBER

(Published by permission from New York Teachers' Monographs.)

BIRD MIGRATION

GEORGIANA E. BROWN, Brooklyn.

Birds That Migrate

Bluebird, robin, wood thrush, house wren, chickadee, vireos, swallows, orioles, bobolink, kingbird, phoebe, cuckoo, chipping sparrow, etc. Why they go? Scarcity of food; insects gone; approaching winter. Where they go? Warm, southern countries where food is abundant and flowers are in blossom. Their long flight; thousands of miles; some winter in Brazil. How they go? In flocks. Their leaders: The old birds that have been over the ground before. Their formation: in flocks like a long, well ordered procession. How they know their way? They recognize the landmarks. Landmarks: coast line, rivers, mountain ranges and lakes. Their wonderful seeing powers: they see objects at great distances. The night flyers: the timid birds that don't like to be seen and don't like noises and people, as the thrushes (except the robin), wrens, warblers, vireos. The day flyers: those that are not afraid, as the robin, bobolink, blackbirds, orioles, swallows, swifts, hawks. The length of their journey: thousands of miles. Their winter homes: warm countries in the south.

Birds That Remain

Crow, owl, woodpecker, bob white, song sparrow, gold-

finch, bluejay, nuthatch, chickadee. Why they stay: they are hardy and can endure our winters and can live on such vegetation as can be found in winter time. Where they live: sheltered places about houses; in the eaves of houses and other protected places; in all sorts of structures; in the trees and bushes that retain their foliage in winter time. How they live; they often have a precarious time to escape storms and to find their food when snow is on the ground, but they pick it up about the streets and habitations of men. The birds that live in the country find berries, nuts and seeds and some insects about the trees and shrubs and underbrush. Winter plumage: thicker and warmer than the summer covering. How they help to make winter cheerful: flitting about the doors and windows of our homes and our back yards and surrounding gardens and grounds. Kindness to the cheerful, chirping little birds.

Birds That Come in Winter

Junco or snowbird, tree sparrow, winter wren, golden crowned knight, chickadee. Where they come from: northern countries. Why they come: our winters are milder; get food more easily. Their homes in the evergreens. What they get to eat: seeds, berries and some insects. Their cheerful twitter and their enlivening of the winter landscape. When they leave us: early spring. Why? Because they are going back to the northern home to nest.

TWO COMMON VEGETABLES

KATE BURNET, New York City.

The Pumpkin

Material: one pumpkin at least. Blackboard and other pictures of pumpkin and vines. Pieces of pumpkin that children may see pulp, rind, seeds, etc., and taste pulp.

Outline I. Name and recognize.

II. Description:

- Shape, round or nearly so.
- Color, golden or orange.
- Surface, smooth, glossy, ribbed.

III. Parts:

- Rind. Thick, hard, protecting inner parts.
- Pulp. Thick, dry, insipid.
- Seeds. Many, flat, inside the pulp surrounded by stringy mass.

IV. Plant:

The pumpkin grows on a vine which runs on the ground. It is often planted between rows of corn, which protects the pumpkins from the early frosts.

Literature. Selections from "The Pumpkin," J. G. Whittier. "Another Thanksgiving Story." A history reader for elementary school, S. S. Wilson.

The Carrot

Material: a bunch of carrots from any grocer will give the children enough material for observation.

Outline I. Name:

II. Where obtained? A farm product, as are the other vegetables and fruits studied. Refer to farmer as working for us all. Review other things which farmer gives us.

III. Parts:

- Leaves: feathery, green, in a bunch from top of root.
- Root: orange or yellow; long and round, tapering to a very fine thread-like end. Naturally some small fine roots on side.
- Flowers: The children cannot have these for observation, but will like to know that the carrot has fine white flowers in large bunches.

IV. Use: The carrot is used as food for people and for animals. The children will remember, perhaps, that they have seen rabbits eat carrots.

This lesson may be followed by a drawing lesson; as the carrot is an easy subject and the children enjoy using the soft crayons to make its picture.

A NOVEMBER BIRD

RHOADS DOYLE, New York City.

The Turkey

Largest and most showy bird of the farm-yard. Father Turkey's coat of many colors: Mother Turkey's plainer dress.

How Father Turkey, or the gobbler struts about with head drawn back, tail spread like fan, and wings dragging on the ground. Call, "gobble, gobble."

Long legs; feet for scratching, but spends little time in scratching; eats tender grass, leaves, bugs and worms.

Young turkey's coats of soft, heavy down. When danger comes mother sends little ones into tall grass by calling "quit, quit." Covers them with her wings at night. How the larger birds roost.

Once all turkeys were wild and lived in the forest; then they went south at the coming of winter. Why do they not go south now?

The turkey's eggs; little dark brown spots; compare with hen's; with duck's.

How the turkey is dressed for cooking. Color of the meat; the bones; from what part of the turkey does the wishbone come?

A BIRD CENSUS

One profitable line of bird study that may be pursued during the late autumn and the winter months is suggested by Clifton Hodge in his "Nature Study and Life." He suggests a plan for taking the bird census of the neighborhood and for making a bird food chart as an aid in the study of the habits and needs of birds with respect to their food supply.

He says: "Scarcely any one line of nature study possesses so many interesting features as that connected with keeping track of the number of birds in a neighborhood, with a view to increasing the more desirable species. The best method of making a bird census is to count the nests in a certain district as soon as the leaves fall in autumn. People generally would find it interesting to do this for their city lots or dooryards. It is helpful for schools, besides being good geography work, to make a chart or map of the district, with each house, tree, hedge, vine, bush and thicket in its proper place. The separate counting of each kind of tree gives the children a good reason for learning the different species, and, if any bird shows preferences for particular trees, this fact will be brought out. Essays and language lessons may be devoted to discussions and descriptions as to the kind of places the different birds choose to nest in. Drawing should be combined with this, and each schoolroom might contain, either in a case or hung about the walls and windows, a collection of a few deserted nests. These the pupils could use for special drawing work and for the study of form, structure, methods, and material used by the birds in building. Nothing in all ornithology is better fitted to inspire in a child the love of bird life than the study of their wonderful nests. If the children were given a course in such a study during fall and winter they could hardly be induced to molest a bird's nest the following season."

Pupils will take great interest in observing and learning on what food birds subsist, especially when cold weather comes. They will wonder where the birds find food when the ground is frozen or covered with snow, when the flowers are all gone and the trees are bare and nothing is growing in garden or orchard. Pupils may be induced to build comfortable houses to attract the birds to their home yards or school yards and to give them food and water. By this treatment the winter birds will become quite tame and pupils will have better opportunity to study them by observation. The plan will help the pupils also to know the birds that remain with us during the late fall and thru the winter.

Professor Hodge says: "It would be ideal nature study if all the children in our schools would learn the list of

bird-food trees and plants. By learning them I do not mean being able to say over their names merely; but they should be able to recognize each at any season of the year; they should know its possibilities of growth for purposes of decoration and ornament; and, most of all, they should study how to propagate each species so that they can actually plant and have a bird-food tree anywhere they wish."

AGRICULTURE

CATHERINE E. PUTNAM, Principal Murray School, St. Paul, Minn.

The introduction of agriculture into the list of optional examinations for teachers in some states will undoubtedly awaken an interest in the subject among teachers, such as has never been felt before. A first glance would seem to indicate that this subject needed no text-book work and that our country teachers, who come from the farms, would need no instruction.

The results of the recent examinations prove the contrary. If our girls are to teach this branch, definite and accurate information must be acquired,

I know of no better way to acquire this knowledge than by gardening. The men on a farm usually neglect gardening and those who should have plenty of the freshest of vegetables rarely get them. The men will be only too glad to be relieved of all responsibility for the garden, and either a city girl or a country girl can do all that is necessary without too great fatigue, and in so doing will gain information which is directly applicable to the farm as a whole. I have in mind a teacher who has raised the vegetables for the family in a city of over two hundred thousand inhabitants for three years. The soil was poor, as proven by the first season's crop. Then the question of enriching the soil arose. First she had to classify the soil—something she had not thought of before—because the reference books told her that certain crops did best on certain soils and that they were best followed by other crops for various reasons; that certain soils were better for fall plowing and certain others if plowed in the spring; that not more than one-third of manure was utilized by the first year's growth, etc.

Then the catalog had to be consulted for seeds and the qualities desired in each vegetable decided upon, as of course the seeds from the inferior crop of the first year could not be used with any hope of success.

Many questions arose and were all settled by reference to books and magazines on agriculture. These questions involved botany and entomology, and the classification of cabbages, cauliflowers, broccoli, and Brussels sprouts, together with similar treatment, and the destruction of the cabbage butterfly while in the larva or green-worm stage by the use of hellebore after hand picking.

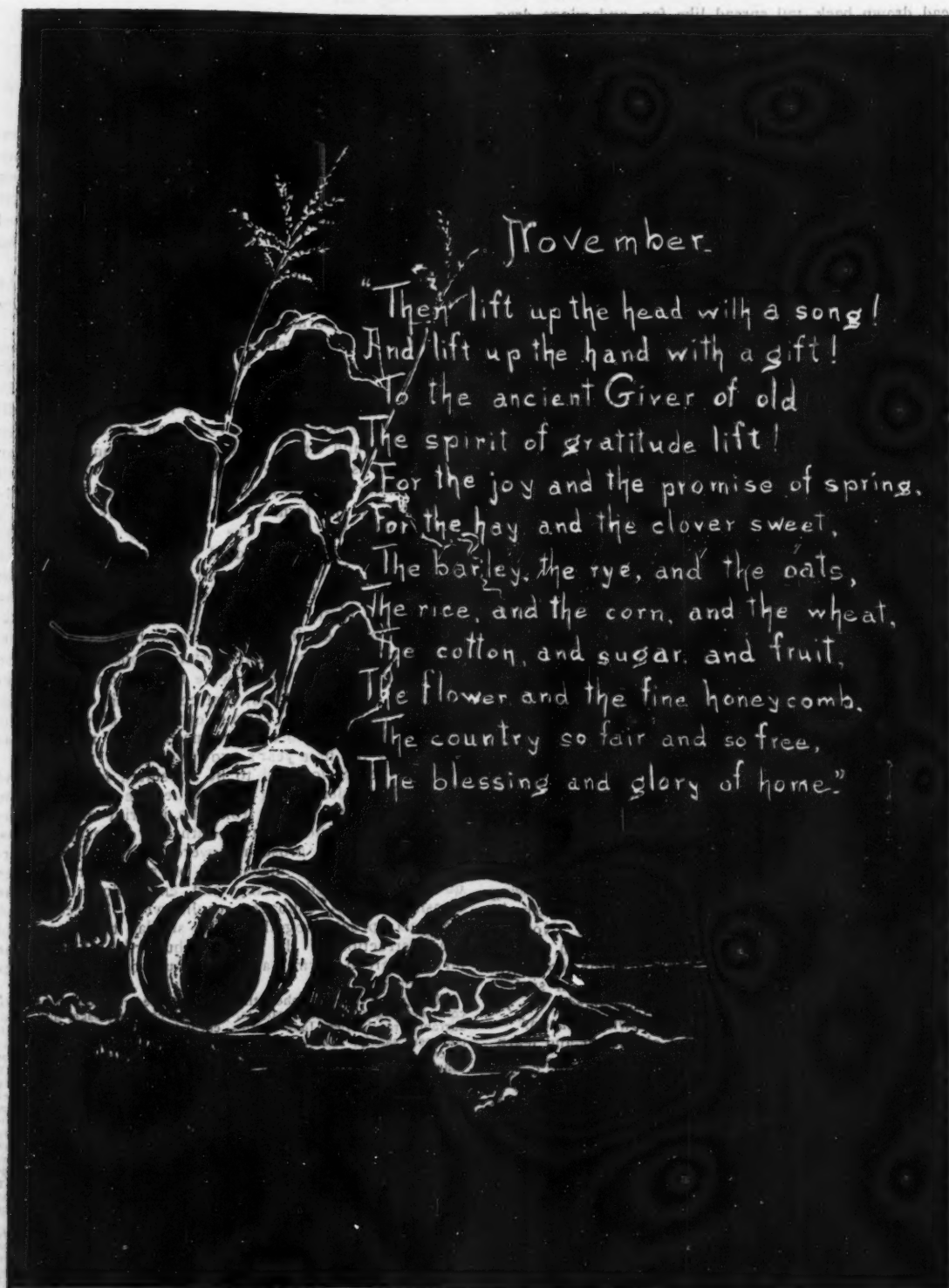
The garden has furnished this year lettuce, radishes, asparagus, corn, peppergrass, endive, carrots, parsnips, caraway, sage, dill, mint, currants, raspberries, June berries, cucumbers, peas, beans, pieplant, potatoes, salsify, chard, cauliflower, Brussels sprouts, tomatoes and several later crops, as pumpkins and squashes, which ripened in due course of time. She has found great pleasure in watching each day's development and knows what she had seen, so that the underlying principles of farming have become her own. The unusual number of fall butterflies, the change of the cutworm into the pray beetle, the methods of ridding the lawn of ants, the proper seeds for planting in August to insure late vegetables as well as those to insure early spring vegetables, the construction of cold frames to secure Thanksgiving lettuce, the best grass seeds for lawns and boulevards, the value of color in a lawn, etc., are the topics of the day.

The neighbors, at first amused, have taken to gardening and a community spirit in the improvement of grounds has developed as well as the establishment of a common interest among people of varying occupations.

One who has done such work will appreciate why cultivation is essential to certain crops, why the California orchards are destitute of even a spear of grass while those of the east and south are grass-grown; and will have learned to question nature and get the answer which nature always gives. In this study there are great opportunities for both pleasure and profit to anyone who honestly tries to cultivate even a small patch of ground intelligently.

NOVEMBER BLACKBOARD DRAWING

MISS MARGARET PUMPHREY, Oak Park, Ill.



November.

"Then lift up the head with a song!
And lift up the hand with a gift!
To the ancient Giver of old
The spirit of gratitude lift!
For the joy and the promise of spring,
For the hay and the clover sweet,
The barley, the rye, and the oats,
The rice, and the corn, and the wheat,
The cotton, and sugar, and fruit,
The flower and the fine honeycomb,
The country so fair and so free,
The blessing and glory of home."

OUTLINE STUDY FOR NOVEMBER. COLERIDGE'S ANCIENT MARINER.

By Sister M. Pauline (Convent of Mercy, Knoxville, Tenn.)

A piece of wild poetic imagination, weird, rhythmic—beautiful—a poem purely Catholic in tone and reaching many salutary lessons—such is the Ancient Mariner.

It was planned on a walk with the poet Wadsworth and his sister—and was to be a joint affair; but somehow it fell to Coleridge to work it up and finish it.

It is the story of a crime—its retribution—its expiation—its penance.

The crime, though trivial in itself, is followed by disastrous consequences on account of its own wantonness. The Mariner's heart was out of harmony with the Heart Divine—he did not love "man and bird and beast." He despised one of the least of God's creatures—deprived it of life—and thus estranged his heart from the Creator, for, "Not a sparrow falleth but the Father knoweth." Then came the punishment, seemingly much too great for the sin—but the heart was wrong and this augmented the guilt.

And the lessons—what are they?

First—God searches the heart.

Second—Sin hardens the heart: "I looked to heaven and tried to pray—but 'ere ever a prayer had gush't, a whisper came and made my heart as dry as dust."

Third—Love is the font of prayer—"A spring of love gushed from my heart, and I blessed them unaware—the self-same moment I could pray."

Fourth—Prayer is all powerful—it brings Heaven down to earth. Mary Queen sent "gentle sleep;" the angelic troop was sent to his aid—and the ship moved on, guided by the seraph band.

Change of heart after a good confession—"Tis sweeter far to me—to walk together to the kirk—with a goodly company."

And last, the great poem-lesson itself—"He prayeth best who loveth best, all things both great and small—For the dear God who loveth us He made and loveth all."

The figures throughout this poem are unusual and striking. Note the liquid swiftness of such lines as these—"The fair breeze blew, the white foam flew, the furrow followed free." "As idle as a painted ship—Upon a painted ocean." And again—"Thy soft response renewing"—And "Swiftly, swiftly flew the ship, And she sailed softly, too; Sweetly, sweetly blew the breeze, On me alone it blew."

Especially beautiful are the lines descriptive of the sweet sounds of the angelic spirits—"Slowly the sounds came back again—Now mixed, now one by one—Sometimes a dropping from the sky; I heard the skylarks sing; Sometimes all little birds that are, How they seemed to fill the sea and air—With their sweet jar—goning! Now 'twas like all instruments, Now like a lonely flute; And now it is an angel's song, That makes the heavens mute."

Nature Scenes: Contrast the home harbor with its placid wave—its hill—its kirk—its lighthouse top with the "land of mist and snow"—with its wondrous cold—its ice mast high—its snowy cliffs—its dismal sheen.

The becalming—the hot and copper sky—the deathlike silence—the dead-calm sea, and the ship "As idle as a painted ship—Upon a painted ocean."

The scene where the phantom-ship drove 'twixt them and the sun—"The night when his mates dropped down—the horned moon—the black cloud—the one bright star. The sultry rain with its "charmed water, the shining white tracks of the water-snakes, the hoary flakes—the elfish light."

The storm scene at night—the hundred fires—flags sheen—the thick black cloud with its moon on edge—the wan waters that danced between.

The harbor steeped in silentness with its smooth-strewn waters—its moonlight flooded expanse.

AIDS FOR STUDY.

PART ONE.

Quote opening stanza. Why did the Mariner stop "one of three"? Why "glittering eye"? What exact did the Wedding-Guest make? Meaning of kin? Why did he hold him with his skinny hand? Antecedents of pronouns in Stanza III. Meaning of quoth? Loon? Eltsoons? Why did the Guest stand still? Explain "The Mariner hath his will." Quote Stanza V. Why was the ship cheered? Meaning of "drop" here? What is a kirk? Figure in Stanza VII? Why did the Wedding-Guest beat his breast? What is a bassoon? Figure in Stanza IX? Describe the storm in the poet's words—What figures in the descriptive lines? What is the prow of a ship? Why did it grow "wondrous cold"? Why a dismal sheen? Meaning of ken? Quote Stanza XV. Figure? Meaning of swoond? Why did they hail the Albatross as if it had been "a Christian soul"? What good luck did it bring to the ship? Quote last stanza—Passages to explain: He holds him with his glittering eye; He struck with his o'ertaking wings: Still treads the shadow of his foe; It cracked and growled and roared and howled like noises in a swoond; Vespers nine; Through fog-smoke white, glimmered the white moonshine; The ice did split with a thunder fit.

PART TWO.

Quote opening stanza. How did his mates cry out against him? How did they become accomplices in his crime? Quote words which show this. "The fair breeze blew, the white foam flew"—Figure? What does furrow mean here? What happened as the ship reached the Line? What is the Line? Quote stanza beginning "Down dropt the breeze." What is the mast of a ship? Meaning of "nor-nor" here? In what sense is idle used? Figure?

Quote stanza beginning "Water, water everywhere." What is the deep? What are death-fires? Figure in this stanza? "Nine fathoms deep"—how deep? What was this spirit? Stanza XXXIII gives full force of Mariner's first punishment. Quote it. Meaning of "evil looks"? Why did they hang the bird around his neck?

For explanation: "The 'Nor dim nor red;" The furrow followed free. A hot and copper sky; "As idle as a painted ship—Upon a painted ocean;" Nor any drop to drink; Reel and rout; Death-fires danced at night."

PART THREE.

Quote opening stanza. Describe the "something in the sky" as it neared the ship. Meaning of wist? What is a water-spirit? Explain the nautical terms—plunged—tacked—veered.

Meaning of "Grammery"? Agape? Woal? Keel? Describe the phantom ship as she drove 'twixt them and the sun. "As if through a dungeon grate he peered"—Figure? What questions did the Mariner ask himself as it came toward him? Who were on board? Describe Death-in-Life. Meaning? Explain "naked hulls." Why did the stars rush out? What was the "far-heard whisper as spectre bark shot off"? Describe the night. Meaning of "eastern bar"? Nether tip? Quote last three stanzas—They give in detail the Mariner's second punishment. Why did they curse him with their eyes? Why did the passing souls sound like the whiz of his cross-bow?

For explanation: Through utter draught all dumb we stood; Western wave was all aflame; Well night done; Flecked with bars; Like restless gossameres; Her looks were free; Thicks man's blood with cold; Fear at my heart, as at a cup, my life-blood seemed to sip; Star-dogged Moon.

PART FOUR.

Why did the Guest fear him so much now? Quote lines Guest used in describing the Mariner. How did they quiet Guest's fears? Why did the saints pity him? Where did he look and what did he see? Why was his heart as dry as dust? Why could he not sleep? What was most horrible to him? Why seven days—seven nights (A mystic number in keeping with the spirit of poem. Note also that the poem is in seven parts).

"Her beams bemoaned the sultry moon"—Meaning and figure? Why "charmed water"? Meaning of elfish light? Why was "every track a flash of golden fire? Why did he bless those creatures of the calm? Effect? Quote closing stanza. Why like lead?

For explanation: As is the ribbed sea-sand; But or ever a prayer had gush't; Cold sweat melted from their limbs; Fell off in hoary flakes.

PART FIVE.

Why sent the sleep into his soul? His dream? Quote stanza beginning "I would"—What did he hear? "A hundred fire-flas sheen"—Meaning. Why wan stars? Describe the storm in the poet's words. What did the dead do? Why? Why did the Guest again express his fear? Meaning of "sweet jargoning"? Who moved the ship then? How far? Why? How did the ship act now? Effect upon the Mariner? What did he hear when his "living life" returned? Quote the question asked by first spirit? What answer did the second one make?

For explanation: Silly buckets; Thin and sere; Upper air burst into life; Garments all were dank.

PART SIX.

Quote first three stanzas. His great bright eye—Explain. Why was the Mariner in a trance? Describe the night when he awoke—What was the spell? How did it affect him? What now breathed upon him? Quote stanza beginning "Swiftly, swiftly flew the ship"—Figure? What gave him the dream of joy? Quote his prayer. Describe the harbor—the scene on deck. What is the meaning of holy rood? Who came to him now? Why was he so glad to see the Hermit?

For explanation: Soft response renewing—Figure? For she guides him smooth or grim; A charnel-dungeon fitter; So smoothly it was strewn; Moonlight-steeped in silentness.

PART SEVEN.

Life of the Hermit? What did the Mariner say as the skiff boat neared? Quote the Hermit's remarks as he approached the ship. What reply did the Pilot make? Hermit's answer? When the boat reached the ship what happened? How did it affect the Mariner? How did the ship sink? Why did the Pilot's boy "crazy go"? The confession? Penance? What lines tell why he knew which one of the three to stop? Quote lines which teach the great lesson of the poem—"He prayeth best—to all." Quote last two stanzas.

For explanation: "And all was still save that the bill was telling of the sound; The crime? Killing of the Albatross; The retribution; The draught; The death of crew; The curse in the dead men's eyes; The agony of soul at "an uncertain hour; The penance? To teach by his own example kindness to "man and bird and beast."

POSSIBILITIES OF A BOY.

I have a profound respect for boys. Grimy, ragged, tousled boys in the street often attract me strangely. A boy is a man in the cocoon; you do not know what it is going to become; his life is big with possibilities. He may make or unmake kings, change boundary lines between states, write books that will mould characters, or invent machines.

Every man was a boy; it seems strange, but it is really so. Wouldn't you like to turn backward and see Aoraham Lincoln at twelve, when he had never worn a pair of boots?—the lank, yellow, hungry boy, hungry for love, hungry for learning, tramping off twenty miles to borrow a book, and spelling it out crouching before the glare of the burning logs? Then there was that Corsican boy (Napoleon), who weighed only fifty pounds when ten years old, who was thin, and pale, and perverse, and had tantrums, and had to be sent supperless to bed, or locked in a dark closet because he wouldn't "mind;" who would have mastered every phase of warfare at twenty-six, and when the exchequer of France was in dire confusion would say: "The finances? I will arrange them."

Distinctly and vividly I remember a squat, freckled boy, who was born in the "Patch," and used to pick up coal along the railroad tracks in Buffalo. A few months ago I had a motion to make before the Court of Appeals at Rochester. The boy from the "Patch" was the judge who wrote the opinion granting my petition.

Be patient with the boys. You are dealing with soul stuff. Destiny waits just around the corner.—E. H.

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Nuns' Bodies Found Petrified.

Two among the twelve bodies buried for more than twenty years in the little private cemetery beside the seminary of the Ladies of the Sacred Heart on West Taylor street, Chicago, have been touched by the mystic hand of nature and petrified.

Recently the graves of the nuns, most of whom had spent the greater portion of their lives within the walls of the convent, were opened, and all that remained of their bodies removed to a permanent resting place in Calvary. But the undertakers met a different state of affairs when the graves of Mother Galway, the founder of the Chicago seminary, and Mother Gauthreaux, her successor, were opened.

Both Mother Galway and Mother Gauthreaux had been buried in metallic caskets. There was the body of each woman exactly as it had appeared the day the casket had been closed and lowered into the earth beside the seminary. When the wondering nuns looked upon the bodies of Mother Galway and Mother Gauthreaux the little wooden cross was gone with the passing of the years and the features looked upon for the last time when the veil was placed over the face were no longer visible. But the outline of the figures was there as perfect as ever. Every line of the body that had been visible twenty years ago was still there.

Precious Paintings.

St. Peter's Cathedral, Cincinnati, possesses several precious paintings

by the Masters. Two are by Murillo, one of which is the altar-piece representing St. Peter in Chains. It is valued at \$150,000.

The other Murillo is "The Sorrowful Mother." It also has Rubens' "Mary with the Divine Child" and Corusini's "Saint Madeleine."

These works of the Masters were originally in Seville, and were taken from there by Joseph Bonaparte. Bishop Fenwick who, prior to his elevation as first Bishop of Cincinnati, was a Dominican missionary of St. Rose's priory in Kentucky, brought them from Paris in 1824.

Children to Sing Before Pope.

Preparations are going on at the musical school founded by Abbe Pero-si, the composer and director of the Sistine Chapel, for the rendering of a new composition of his on which he has been working for some time, and which is intended to render honor to the Pope during his jubilee year.

The new composition is an oratorio entitled, "Soul," and competent musicians who have had a chance to examine it declare that it is perhaps the best of the abbe's creations.

Over 400 children attend the school of music founded by the composer, and all will take part in the rendering of the new oratorio in the presence of the Pope, assisted by the members of the Sistine Chapel choir.

The Pope, who is very fond of music, has already had a glimpse of the new composition and seemed to be delighted with it. He congratulated the composer.

\$250,000 to Catholic Charity.

The will of Miss Florence Lyman, well known in social circles of Boston and Newport, R. I., filed in the probate court in Boston on October 17th, directs that more than \$250,000 be given to charity. The bequests largely benefit Catholic institutions. They include the House of the Good Shepherd, Boston, \$50,000; Carney Hospital, Boston, \$30,000; St. Mary's Infant Asylum, \$25,000; Archbishop of Boston, for the theological seminary about to be established there, \$20,000; St. Mary's church, Newport, R. I., \$5,000; the Rev. Nicholas Russo, for benefit of Italian churches in New York city, \$5,000; Woodstock college, Woodstock, Md., \$10,000. The estate is valued at \$800,000. After the payment of the public and several private bequests, one-half of the residue is to be distributed among Carney Hospital, the House of the Good Shepherd, half a dozen other local institutions and Woodstock college.

Who Will be the First American Beatified?

The cause of Mother Elizabeth Seton, the devout American convert, whom the Sisters of Charity of Emmetsburg, Md., and of Mount St. Vincent, New York, and their various affiliations regard as their foundress, is progressing rapidly at Rome. The case of the venerable John Nepomucene Neumann, fourth bishop of Philadelphia, is also progressing. Which will advance most rapidly? The Church has her unerring tests, and



Miss Jennie Kelly of Emmetsburg, Ia., says, under date of Aug. 3, 1907:

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we may be sure that all will be according to God's will.

Both of these holy ones are of the nineteenth century, Mother Seton first in the order of time. She was, like St. Jane Frances de Chantal, a wife, a mother and a widow before circumstances directed her to the Church and to her entire consecration to God in religion. Some of her grandchildren are living, among them Archbishop Seton of Rome. The late Most Rev. James Roosevelt Bayley, eighth archbishop of Baltimore, was her nephew, and curiously enough connected also with the famous New York family which has given us our present President.

Bishop Neumann, on the contrary, was foreign born, and came to this country to minister to the German immigrants. He died only in 1864. Many still living remember him, not only in Philadelphia, where his life as bishop was spent, but in Rochester, N. Y., and its vicinity, in which he labored as a Redemptionist missionary. Perhaps the church in America may be happy enough to receive the beatification of both in the near future, together with that of Mother Philippine Duchesne, an apostle of Catholic education in this country, as having introduced the Society of the Sacred Heart there at St. Charles, Mo., in 1818. She also has been declared venerable.—The Pilot.

Bible Terms Defined.

A shekel of gold was eight dollars.
A talent of silver was \$538.30.
A farthing was three cents.
A gerah was a cent.
A bin was one gallon and two pints.
A firkin was seven pints.
An omer was six pints.
And iterate satisfying.
A cab was three pints.
A cubit was nearly 22 inches.
A day's journey was about 23 1-5 miles.
A Sabbath day's journey was about an English mile.
An ephah, or bath, contains seven gallons and five pints.
A mite was less than a quarter of a cent.
A piece of silver, or a penny, was 13 cents.
A shekel of silver was about 50 cents.
A hand's breadth is equal to three and five-eighths inches. A finger's breadth is equal to one inch.

The statement going the round of the Catholic press that by the death of Archbishop Williams of Boston Archbishop Ryan becomes the dean of the American hierarchy is erroneous. The Bishop of Louisville, Ky., Right Rev. William George McClosky, D.D., is the senior in age and in consecration. He was born November 10, 1823, and consecrated May 24,

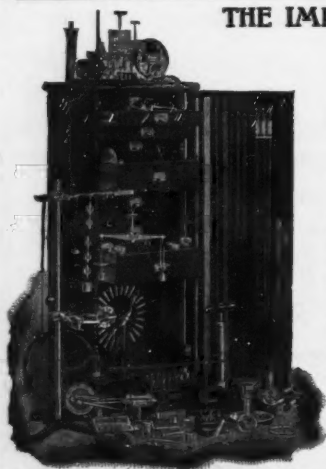
1868. Right Rev. Bernard J. McQuaid, D.D., Bishop of Rochester, N. Y., comes next. He was born December 15, 1823, and consecrated July 12, 1868. Rt. Rev. John Joseph Hogan, D.D., Bishop of Kansas City, is third, the date of his consecration being September 13, 1868. Archbishop Ryan is fourth, the other three outranking him both in age and consecration.

* * *

Archbishop O'Connell of Boston has given outright to the St. Paul's Catholic Club of Harvard the house and land at De Wolf and Auburn streets, Cambridge, as a club house. The gift was announced at the meeting of the club last week. The property is valued at \$10,000, and consists of a spacious house and considerable ground. According to the terms of the gift, ownership reposes in the club, and the building is to be used as a social club, a meeting place for various Catholic societies and for any other legitimate purpose that the club may elect.

* * *

Commenting on the recent dedication of St. Mel's splendid parish school, Chicago, the New World of that city says that for beauty of architectural design, and adaptation to scholastic needs it is unsurpassed by any of the public schools in the city. With its spacious hall, its twenty-



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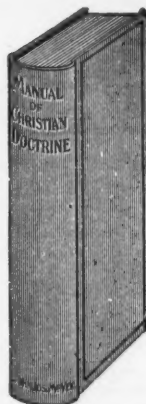
The Oblate Fathers of the Buffalo province have obtained permission to establish a monastery at Duck Creek, a few miles from Green Bay, Wis. With the introduction of the Oblate Fathers into Wisconsin, nearly all the leading orders will be represented in the state. Those located there are the Jesuits, Carmelites, Capuchins, Servites, Franciscans, Praemonstratensians, Fathers of the Holy Ghost, Dominicans and Alexians.

* * *

From many cities in the country come reports of increase in the attendance of parochial schools. In New York in 1906 the attendance was 93,000; this year it is 110,000. For this army of children New York has 149 free elementary schools and three free high schools. The Catholic school children in Chicago also number 100,000, or about one-third of the total school population.

* * *

The efficiency of the Catholic Sister as a trained nurse was again demonstrated in the very successful examination recently held at Providence hospital, Seattle, Wash. Sisters from the various hospitals throughout the state were in attendance at the examination, which was the first of the kind ever held in the state of Washington. The examination was held on July 16. Nineteen Sisters from Washington and Oregon took the examination and all were successful.



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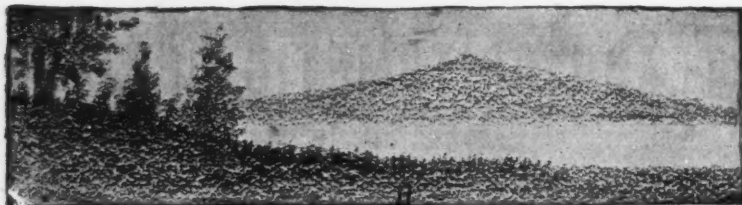
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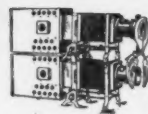
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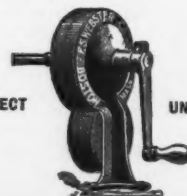
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Work on the new three-story parochial school building, the gift of Rt. Rev. Mgr. Cannon, pastor of St. Patrick's Church, Lockport, N. Y., to the people of that parish, is being rushed to completion and will be finished in a few weeks. It is a substantial stone building, located on the site of the old school, will accommodate 580 pupils, and will be free to all the Catholic children of the parish.

* * *

The high school and commercial course opened this year in the schools of St. Finbarr's parish, Chicago. From the large attendance from the very start and since more largely increased, have evidently met with a widely felt want.

* * *

St. Patrick's Academy, completed at Imogene, Iowa, will receive both boys and girls to the number of 150. The institution cost about \$16,000 and is a monument to the zeal of Rev. Father Hayes, who gave liberally for its establishment.

* * *

The will of Rev. Dr. Joseph P. McCormick, who was pastor of St. Vincent de Paul's Church, Bayonne, N. J., and who died on Sept. 22, provides for the offering of 1,000 Masses for his soul and an equal number of Masses for the souls of his parents, who died several years ago.

* * *

No arrest has yet been made in connection with the theft of money and jewelry from the office of the Sister Superior of Georgetown Convent, and not even a clue is had as to the identity of the thieves. The money loss is \$300 and the jewelry, the property of pupils in the convent, is valued at more than \$1,000.

* * *

The See of New York was erected by the Pope on April 8, 1808. It is the desire of Archbishop Farley to celebrate the centenary of this event next year by the consecration of St. Patrick's Cathedral, preliminary preparations for which are now being made. The interior of the great Gothic edifice on Fifth avenue is to be remodeled.

We desire copies of The Catholic School Journal for November, 1905, and April, 1907. If you have such for sale at 10cts. each, drop a postal card to Manager, The Catholic School Journal, P. O. Box 1406, Milwaukee.

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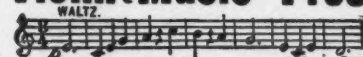
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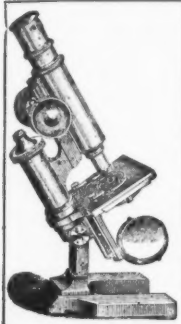
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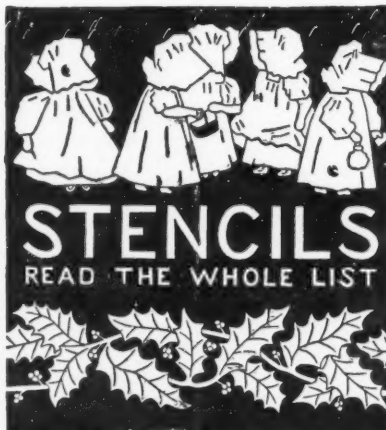
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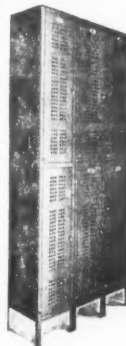
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